






DEAN OF STUDIES  
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# BOSTON COLLEGE BULLETIN



GENERAL CATALOGUE  
FOR THE SCHOOL SESSION  
1940-1941

# CALENDAR

**SEPT. '40 – JUNE '41**

**SEPT. '41 – JUNE '42**

SEPTEMBER							FEBRUARY						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7	..	..	..	..	..	..	1
8	9	10	11	12	13	14	2	3	4	5	6	7	8
15	16	17	18	19	20	21	9	10	11	12	13	14	15
22	23	24	25	26	27	28	16	17	18	19	20	21	22
29	30	..	..	..	..	..	23	24	25	26	27	28	..
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OCTOBER							MARCH						
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20	21	22	23	24	25	26	16	17	18	19	20	21	22
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NOVEMBER							APRIL						
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JANUARY							JUNE						
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SEPTEMBER								FEBRUARY							
S	M	T	W	T	F	S		S	M	T	W	T	F	S	
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OCTOBER								MARCH							
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NOVEMBER								APRIL							
..	..	..	..	..	..	1		..	..	..	1	2	3	4	
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30	..	..	..	..	..	..		..	..	..	..	..	..	..	
DECEMBER								MAY							
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7	8	9	10	11	12	13		3	4	5	6	7	8	9	
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21	22	23	24	25	26	27		17	18	19	20	21	22	23	
28	29	30	31	..	..	..		24	25	26	27	28	29	30	
..	..	..	..	..	..	..		31	..	..	..	..	..	..	
JANUARY								JUNE							
..	..	..	..	1	2	3		..	1	2	3	4	5	6	
4	5	6	7	8	9	10		7	8	9	10	11	12	13	
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18	19	20	21	22	23	24		21	22	23	24	25	26	27	
25	26	27	28	29	30	31		28	29	30	..	..	..	..	
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## ACADEMIC CALENDAR

1940-1941

## FIRST SEMESTER

- Aug. 27 Tuesday—Entrance Examinations.  
Aug. 28 Wednesday—Entrance Examinations.  
Sept. 6 Friday—Sept. 11, Wednesday—Registration for Freshmen.  
Sept. 9 Monday—Sept. 11, Wednesday—Registration for Sophomores and Juniors.  
Sept. 12 Thursday—Formal opening of school for Freshmen.  
Sept. 12 Thursday—Sept. 14, Saturday—Registration for Seniors.  
Sept. 16 Monday—Formal opening of school for Sophomores.  
Sept. 17 Tuesday—Formal opening of school for Juniors.  
Sept. 18 Wednesday—Formal opening of school for Seniors.  
Oct. 23 Wednesday—Oct. 25, Friday—Annual Retreat for Freshmen and Sophomore classes.  
Oct. 28 Monday—Oct. 30, Wednesday—Annual Retreat for Junior and Senior classes.  
Oct. 31 Thursday—Retreat Holiday.  
Nov. 1 Friday—Feast of All Saints.  
Nov. 8 Friday—Bills for Second Quarter must be paid on or before this date.  
Nov. 28 Thursday—Thanksgiving Day.  
Dec. 6 Friday—Dec. 7, Saturday—The Dramatic Association presents its annual Shakespearean play.  
Dec. 19 Friday—Jan. 1, Wednesday—Christmas Holidays.  
Jan. 2 Thursday—Classes resumed.  
Jan. 13 Monday—Jan. 17, Monday—Review Period.  
Jan. 20 Monday—Jan. 27, Monday—Semester Examinations for all classes.  
Jan. 28 Tuesday—Jan. 29, Wednesday—Semester Holidays.

## SECOND SEMESTER

- Jan. 30 Thursday—Classes resumed. Beginning of Second Semester.  
Feb. 20 Thursday—Feb. 23, Saturday—Dramatic Association presents its annual modern play.



- Mar. 14 Friday—Bills for the fourth quarter must be paid on or before this date.  
Rev. John J. Harrigan Annual Prize Oratorical Contest.
- Apr. 10 Thursday—April 17, Thursday—Easter Recess.
- Apr. 18 Friday—President's Holiday.
- Apr. 21 Monday—Classes resumed.
- May 2 Friday—Marquette Prize Debate.
- May 9 Friday—Fulton Prize Debate.
- May 10 Saturday—The Dramatic Association presents its annual Greek Play.
- May 18 Sunday—Annual Freshman Mother and Son Day.
- May 14 Wednesday—May 21, Wednesday—Written Examinations for Juniors and Seniors.
- May 19 Monday—May 23, Friday—Review period for Freshman and Sophomore Classes.
- May 22 Thursday—Ascension Thursday.
- May 26 Monday—June 3, Tuesday—Written Examinations for Freshman and Sophomore classes.
- May 26 Monday—June 6, Friday—Oral examinations for Junior and Senior classes.
- June 4 Wednesday—June 6, Friday—Annual Retreat for Senior Class.
- June 5 Thursday—June 6, Friday—Entrance and Scholarship Examinations.
- June 8 Sunday—Baccalaureate Exercises.
- June 9 Monday—Alumni Day.
- June 10 Tuesday—Class Day.
- June 11 Wednesday—Commencement.

## The Trustees of Boston College

*The corporate title of Boston College is*

THE TRUSTEES OF BOSTON COLLEGE

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1940-1941

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*Legal Advisers to the Trustees*

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THOMAS L. GANNON, LL.B.

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Francis J. Campbell, A.M., Registrar, and Member of the Committee on Admissions.

Rev. James L. McGovern, S.J., A.M., Student Counsellor.

Rev. Thomas A. Fay, S.J., A.M., Dean of Men.

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## THE SCHOOL OF LAW

Rev. William J. Kenealy, S.J., Ph.D., Dean.

Felix Doherty, A.B., LL.B., Registrar.

## THE SCHOOL OF SOCIAL WORK

Rev. Walter McGuinn, S.J., Ph.D., Dean.

## THE SCHOOL OF BUSINESS ADMINISTRATION

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## THE COLLEGE OF LIBERAL ARTS IN LENOX

Rev. John J. McEleney, S.J., Ph.D., Rector.

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SCIENCES AND THEOLOGY

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Rev. Daniel F. Creedan, S.J., S.T.D., Dean.

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John M. O'Loughlin, A.B., Assistant Librarian.

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A.B., 1926, A.M., 1927 Boston College; S.T.L., 1933, Weston College.

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A.B., 1916, National College, Costa Rica; A.M., 1921, University Valpariso; D.D.S., 1925, Marquette University; D.Litt., 1927, University of Valpariso; Ph.D., 1938, Colegio Mayor del Rosario, Bogota, Colombia.

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A.B., 1939, Boston College.

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REV. WILLIAM JAMES KENEALY, S.J., PH.D., *Dean and Professor of Law.*

A.B., 1928, A.M., 1929, Boston College; Ph.D., 1932, Gregorian University; S.T.L., 1935, Weston College; LL.B., 1939, Georgetown University.

REV. STEPHEN A. KOEN, S.J., A.M., *Professor of Philosophy and Education.*

A.B., 1913, A.M., 1922, Woodstock College.

CLARENCE RICHARD KYNOCK, A.B., *Teaching Fellow in German.*

A.B., 1939, Boston College.

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A.M., 1931, Middlebury German Summer School; Ph.D., 1936, University of Marburg, Germany.

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B.S., 1939, Boston College.

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A.B., 1938, Boston College; A.M., 1940, Boston College; Ph.L., 1939, Weston College.

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B.S., 1930 Notre Dame University.

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A.B., 1931, A.M., 1932, Boston College; S.T.L., 1938, Weston College.

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A.B., 1911, Boston College; A.M., 1920, Woodstock College; Ph.D., 1937, Gregorian University.

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A.B., 1930, A.M., 1931, Boston College; S.T.L., 1936, Weston College.

LOUIS AUGUSTINE MCCOY, A.M., *Lecturer in Education.*

A.B., 1909, A.M., 1910, Brown University.

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A.B., 1940, Boston College.

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A.B., 1939, Boston College.

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B.S., 1922, Massachusetts State College; M.S., 1923, Rutgers University; A.B., 1930, A.M., 1931, Boston College; Ph.D., 1933, Fordham University; S.T.L., 1937, Weston College.



REV. WALTER MCGUINN, S.J., PH.D., *Dean of School of Social Work, Professor in Philosophy of Social Work—and Thesis.*  
A.B., 1919, Holy Cross College; A.M., 1925, Woodstock College; Ph.D., 1935, Fordham University.

EDWARD CLARK MCKEEVER, A.B., *Assistant Coach in Football.*  
A.B., 1934, Texas Technological College.

JOHN FRANCIS MCLAUGHLIN, B.S., *Fellow in Physics.*  
B.S., 1940, Boston College.

HENRY JOSEPH MCMAHON, A.B., *Fellow in History.*  
A.B., 1940, Boston College.

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A.B., 1923, A.M., 1924, Woodstock College.

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Ph.B., 1922, College of the Holy Cross.

JOSEPH P. MAGUIRE, PH.D., *Assistant Professor of Greek and Latin.*  
A.B., 1929, College of the Holy Cross; A.M., 1931, Ph.D., 1936, Yale University.

THOMAS HENRY DONALD MAHONEY, A.M., *Assistant Professor of History and Government.*  
A.B., 1936, A.M., 1937, Boston College.

REV. PAUL J. DEMANGALEERE, S.J., A.M., *Professor of French.*  
A.B., 1891, University of Brussels; A.M., 1902, University of Montreal.

RENE J. MARCOU, B.S., *Assistant Professor of Mathematics.*  
B.S., 1928, Colby College.

THEODORE N. MARIER, A.M., *Lecturer on Music.*  
A.B., 1934, Boston College; A.M., 1940, Harvard University.

ROBERT B. MASTERSON, M.ED., *Lecturer in Education.*  
A.B., 1907, College of the Holy Cross; M.Ed., 1925, Harvard University.

FRANCIS LOUIS MAYNARD, A.M., *Instructor in Biology.*  
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REV. FREDERICK LEO MORIARTY, S.J., A.M., *Assistant in Psychology, Instructor in English.*  
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REV. STEPHEN A. MULCAHY, S.J., A.M., *Professor of Latin.*  
A.B., 1920, A.M., 1921, Woodstock College.

FRANCIS X. MURPHY, B.S., *Assisting Fellow in Chemistry.*  
B.S., 1939, Boston College.

REV. JOHN EUSTACE MURPHY, S.J., PH.D., *Professor of Gaelic.*  
A.B., 1928, A.M., 1929, Boston College; Ph.D., 1939, National University of Ireland.

- REV. JOHN J. MURPHY, S.J., PH.D., *Professor of Ethics*.  
A.B., 1921, A.M., 1922, Woodstock College; Ph.D., 1937, Gregorian University.
- REV. J. F. X., MURPHY, S.J., A.M., *Professor of History*.  
A.B., 1914, A.M., 1916, Woodstock College.
- VINICIO HENRY NASCA, A.B., *Fellow in Italian*.  
A.B., 1940, Boston College.
- JOHN FRANCIS NORTON, A.M., *Professor of Latin and English*.  
A.B., 1922, A.M., 1928, Boston College.
- REV. JOHN A. O'BRIEN, S.J., PH.D., *Professor of Ethics*.  
A.B., 1918, College of the Holy Cross; A.M., 1924, Woodstock College; Ph.D., 1936, Gregorian University.
- REV. ROBERT DAVID O'BRIEN, S.J., A.M., *Professor of English*.  
A.B., 1939, A.M., 1940, Boston College; Ph.L., 1940, Weston College.
- REV. VINCENT DE PAUL O'BRIEN, S.J., A.M., *Assistant Professor of Greek and Latin*.  
A.B., 1931, A.M., 1932, Boston College.
- REV. JOHN A. O'CALLAGHAN, S.J., A.M., *Professor of English*.  
A.B., 1926, A.M., 1927, Boston College; S.T.L., Weston College, 1934.
- REV. JOHN C. O'CONNELL, S.J., S.T.D., *Professor of Sociology*.  
A.B., 1909, A.M., 1915, Boston College; S.T.D., 1924, Woodstock College.
- REV. THOMAS W. O'CONNER, S.J., A.M., *Instructor of Latin*.  
A.B., 1938, Ph.L., 139, Weston College; A.M., 1940, Boston College.
- DAVID C. O'DONNELL, PH.D., *Professor of Chemistry*.  
A.B., 1923, Miami University; M.S., 1925, Ph.D., 1927, Ohio State University.
- REV. GEORGE A. O'DONNELL, S.J., PH.D., *Dean of the Graduate School*.  
*Professor of Mathematics*.  
A.B., 1923, Boston College; A.M., 1924, Woodstock College; Ph.D., 1935, St. Louis University.
- JOHN M. O'LOUGHLIN, A.B., *Librarian*.  
A.B., 1918, Boston College.
- J. LAURENCE PHALAN, A.M., *Instructor in Economics*.  
A.B., 1937, Boston College; A.M., 1940, Harvard University.
- JOHN PICK, PH.D., *Assistant Professor of English*.  
A.B., 1933, University of Notre Dame; A.M., 1934, Ph.D., 1938, University of Wisconsin.
- REV. LEO FRANCIS QUINLAN, S.J., A.M., *Instructor in Latin*.  
A.B., 1939, A.M., 1940, Boston College.
- REV. THOMAS J. M. QUINN, S.J., A.M., *Professor of Latin and Greek*.  
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- \*JOHN K. ROULEAU, PH.D., *Associate Professor of Chemistry*.  
B.S., 1928, M.S., 1932, Massachusetts Institute of Technology; Ph.D., 1937, Boston University.
- JAMES JOSEPH RYAN, B.S., *Fellow in Chemistry*.  
B.S., 1940, Boston College.
- THOMAS I. RYAN, M.S., *Instructor in Biology*.  
A.B., 1935, M.S., 1936, Boston College.
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Ph.B., 1931, M.S., 1936, Boston College.
- ERNEST A. SICILIANO, A.M., *Instructor in Romance Languages*.  
A.B., 1937, A.M., 1939, Boston College.
- REV. SIDNEY J. SMITH, S.J., A.M., *Professor of English and Latin*.  
A.B., 1921, A.M., 1922, Woodstock College.
- GINO DE SOLENNI, PH.D., *Professor of French and Italian*.  
A.B., 1914, A.M., 1915, Ohio State University; Ph.D., 1929, Columbia University.
- ELIZABETH E. SULLIVAN, PH.D., *Instructor in Sociology*.  
B.Ed., 1932, M.Ed., 1933, Ph.D., 1938, Boston College.
- REV. LOUIS E. SULLIVAN, S.J., S.T.D., *Professor of Philosophy*.  
A.B., 1920, A.M., 1921, Woodstock College; S.T.D., 1930, Gregorian University; Magister Aggregatus, 1931; Aggregate to the Theological Faculty of the Gregorian University.
- JOHN A. SULLIVAN, A.M., *Lecturer in Education*.  
A.B., 1927, A.M., 1928, LL.B., 1933, Boston College.
- HENRY COLLINS TITUS, A.M., *Instructor in History*.  
A.B., 1934, A.M., 1935, Boston College.
- REV. JOHN ALOYSIUS TOBIN, S.J., *Chairman of Physics Department*.  
A.B., 1916, A.M., 1918, Woodstock College; Ph.D., 1931, Gregorian University.
- GEORGE F. TREFCER, B.S., *Assistant Fellow in Chemistry*.  
B.S., 1939, Manhattan College.
- HENRY J. VALADE, A.B., *O'Malley Fellow in Mathematics*.  
A.B., 1939, Boston College.
- REV. LEMUEL P. VAUGHAN, S.J., A.M., *Assistant Professor of Religion*.  
A.B., 1924, A.M., 1925, Boston College.

LEON M. VINCENT, M.S., *Assistant Professor of Biology.*  
Ph.B., 1926, M.S., 1930, Boston College.

REV. EDMOND DAVID WALSH, S.J., A.M., *Instructor in History.*  
A.B., 1939, A.M., 1940, Boston College.

REV. JOSEPH R. WALSH, S.J., A.M., *Assistant Dean of Intown School.*  
*Assistant Professor of Philosophy.*  
A.B., 1918, A.M., 1938, Boston College.

LOUIS ROGER WELCH, M.S., M.Ed., *Instructor in Education.*  
Ph.B., 1925, M.S., 1926, Boston College; M.Ed., 1937, Boston Teachers College.

WILLIAM A. WELCH, A.M., *Lecturer in Education.*  
A.B., 1930, A.M., 1932, Boston College.

FREDERICK ELMER WHITE, Ph.D., *Assistant Professor in Physics.*  
A.B., 1930, Boston University; Sc.M., 1932, Ph.D., 1934, Brown University.

HAROLD A. ZAGER, M.S., *Associate Professor of Mathematics.*  
B.S., 1921, Massachusetts Institute of Technology; M.S., 1931, Boston College.

\*Absent on Leave.



### Historical Statement

In the year 1849, the Right Reverend John B. Fitzpatrick, bishop of Boston, assigned the administration of the then new Church of St. Mary, on Endicott Street, in the North End, to the Jesuit Fathers of the Maryland-New York Province of the Society of Jesus. This was the first foundation of the Jesuits in the city of Boston.

Ten years later, in August, 1857, through the cooperation of the Hon. Alexander H. Rice, then mayor of Boston, and later governor of the State of Massachusetts, a plot of ground was purchased on Harrison Avenue, by Rev. John McElroy, S. J., Superior of the Boston community of Jesuits. Here was begun the erection of a church, a building for high school and college classes, and a dwelling for the Jesuits who were to be the teachers.

However, before the new High School and College building was completed, a school called "The Immaculate Conception Sodality Latin School" was opened on Hanover Street. This was on September 12, 1858. There was no intention that this school should be a permanent foundation; it was opened as a result of a conflict between Catholic students in the public schools and the authorities of these institutions, which conflict resulted in the celebrated "Whall Case." The sessions of this temporary foundation were terminated in the fall of 1861.

The new buildings on Harrison Avenue were completed in 1860, and in March of the following year the church, dedicated to the Immaculate Conception, was formally opened. Because of a lack of Jesuit professors the high school and college were not opened at this time, and the buildings were used from 1860 to 1863 as a House of Study for Jesuit students of Theology, who, at the end of this period, were transferred to Georgetown University, Washington, D. C. On March 31, 1863, a charter was issued to the Trustees of Boston College by the Massachusetts State Legislature empowering the College to grant all degrees accustomed to be granted by Colleges in the Commonwealth, with the exception of degrees in Medicine.

This charter reads as follows:

#### Act of Incorporation

#### COMMONWEALTH OF MASSACHUSETTS

IN THE YEAR ONE THOUSAND EIGHT HUNDRED AND SIXTY-THREE

AN ACT to incorporate the Trustees of Boston College

*Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same as follows:*

SECTION 1. John McElroy, Edward H. Welch, John Bapst, James Clark, and Charles H. Stonestreet, their associates and successors, are hereby constituted a body corporate by the name of the TRUSTEES OF THE BOSTON COLLEGE IN BOSTON, and they and their successors and

such as shall be duly elected members of such corporation shall be and remain a body corporate by that name forever; and for the orderly conducting of the business of said corporation, the said Trustees shall have power and authority, from time to time, as occasion may require, to elect a President, Vice-President, Secretary, Treasurer, and such other officers of said corporation as may be found necessary, and to declare the duties and tenures of their respective offices, and also to remove any trustee from the same corporation, when in their judgment he shall be rendered incapable, by age or otherwise, of discharging the duties of his office, or shall neglect or refuse to perform the same, and also from time to time elect new members of the said corporation; provided, nevertheless, that the number of members shall never be greater than ten.

SEC. 2. The said corporation shall have full power and authority to determine at what times and places their meetings shall be holden and the manner of notifying the trustees to convene at such meetings, and also from time to time elect a President of said College, and such professors, tutors, instructors and other officers of said college as they shall judge most for the interest thereof, and to determine the duties, salaries, emoluments, responsibilities and tenures of their several offices; and the said corporation are further empowered to purchase or erect and keep in repair, such houses and other buildings as they shall judge necessary for the said college; and also to make and ordain, as occasion may require, reasonable rules, orders and bylaws not repugnant to the constitution and laws of this Commonwealth, with reasonable penalties for the good government of the said college, and for the regulation of their own body; to determine and regulate the course of instruction in said college, and confer such degrees as are usually conferred by said college in the Commonwealth, except medical degrees; provided, nevertheless, that no corporate business shall be transacted at any meeting unless one-half at least of all the trustees are present.

SEC. 3. Said corporation may have a common seal, which they may alter or renew at their pleasure, and all deeds sealed with the seal of said corporation, and signed by their order, shall when made in their corporate name, be considered in laws as the deeds of said corporation; and said corporation may sue and be sued in all action, real, personal or mixed, and may prosecute the same to final judgment and execution by the name of the Trustees of the Boston College; and said corporation shall be capable of taking and holding in fee simple or any less estate by gift, grant, bequest, devise or otherwise, any lands, tenements or other estate, real or personal, provided, that the clear annual income of the same shall not exceed thirty thousand dollars.

SEC. 4. The clear rents and profits of all estates, real and personal, of which the said corporation shall be seized and possessed, shall be appropriated to the endowments of said college in such a manner as shall most effectually promote virtue and piety and learning in such of the languages and of the liberal and useful arts and sciences as shall be recommended from time to time by the said corporation, they conforming to the will

of any donor in the application of any estate which may be given, devised, or bequeathed for any particular object connected with the college.

SEC. 5. No student in said college shall be refused admission to or denied any of the privileges, honors, or degrees of said college on account of the religious opinion he may entertain.

SEC. 6. The Legislature of this Commonwealth may grant any further powers to, or alter, limit, annul, or restrain any of the powers vested by this act in the said corporation, as shall be found necessary to promote the best interests of said college and more especially may appoint overseers of visitors of the same college, with all necessary powers for the better aid, preservation and government thereof.

SEC. 7. The granting of this Charter shall never be considered as any pledge on the part of the Commonwealth that pecuniary aid shall hereafter be granted to the College.

HOUSE OF REPRESENTATIVES, MARCH 31, 1863.

Passed to be enacted, Alex. H. Bullock, Speaker.

IN SENATE, MARCH 31, 1863.

Passed to be enacted, I. E. Field, President.

April 1st, 1863.

JOHN A. ANDREW,  
Governor.

Approved.

An amendment to the Charter, passed on April 1, 1908, at the time when the transfer of the College to its new location in Newton was being planned, changed the legal name of the Corporation, granted the power to confer Medical Degrees, and removed the limitation as to endowment contained in the original document.

## AN ACT

### TO AMEND THE CHARTER OF THE TRUSTEES OF THE BOSTON COLLEGE IN BOSTON

*Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same as follows:*

SEC. 1. The corporate name of the Trustees of the Boston College in Boston, incorporated by the chapter one hundred and twenty-three of the acts of the year eighteen hundred and sixty-three, is hereby changed to the Trustees of Boston College.

SEC. 2. Said corporation may grant medical degrees to students properly accredited and recommended by its faculty; provided, however, that the course of instruction furnished by the corporation for candidates for such degrees shall occupy not less than three years.

SEC. 3. Section three of said chapter one hundred and twenty-three is hereby amended by striking out the words, "provided that the clear annual income of the same shall not exceed thirty thousands dollars," in the last two lines of said section.

SEC. 4. This act shall take effect upon its passage.

EBEN S. DRAPER,  
Acting Governor.

Approved April 1st, 1908.



The first sessions of the new college were conducted on September 5, 1864. Rev. John Bapst, S. J., was its first President, and Rev. Robert Fulton, S. J., its first Dean. Twenty-two students were enrolled. For twelve years, until 1876, no courses in Philosophy were offered, and students, after the completion of their sophomore years, transferred to other colleges.

In 1876, a Professor of Philosophy was added to the faculty, and thus the Junior Year was added to the course. In the following year, the first class was graduated; twelve were awarded the degree Bachelor of Arts, and one, the degree Master of Arts. Meanwhile the number of students in the college began to increase, and the college grew with the years.

On January 6, 1907, Rev. Thomas I. Gasson, S.J., was appointed President. Wisely foreseeing the possibility for greater growth, Father Gasson, on December 18, 1907, purchased the present site of the college, a plot of ground in the Chestnut Hill section of the City of Newton, almost adjoining the boundary of the City of Boston. This land, an eminence of prominence, is located between Commonwealth Avenue and Beacon Street and overlooks the picturesque Chestnut Hill reservoir.

Plans for a group of buildings in the English collegiate gothic style of architecture were drawn up and accepted. Work was begun shortly after, and the first building in the proposed group was completed on March 28, 1913. Sessions of the senior class were conducted in it from the time of its completion until the June commencement, and the class of 1913 was the first to be graduated from the new college. On June 15 of the same year, the fiftieth year of the college's existence, Right Reverend Joseph G. Anderson, D.D., formally dedicated and blessed the new building. In the following September all classes were transferred from the Harrison Avenue school to University Heights, the name given to the new location. Thus was affected the complete separation of Boston College and Boston College High School.

Rev. Charles W. Lyons, S.J., succeeded Father Gasson as President, in January, 1914. He in turn was succeeded by Rev. William Devlin, S.J., and Rev. James H. Dolan, S.J. During the regencies of these three Presidents three more buildings were added, a faculty residence, a science hall and a library.

St. Mary's Hall, the faculty residence, was completed in January, 1917; classes were conducted for the first time in the Science Hall with the beginning of the school year, 1924; and in June, 1928, the library was dedicated.

To the original College of Arts and Sciences, other schools have been added in recent years. An Extension School was begun during the presidency of Father Lyons, and a Graduate School under the administration of Father Devlin. Graduate School courses are conducted at University Heights, and the Extension School is located at 126 Newbury Street, in Boston.

In 1927, two private Houses of Study, conducted by the Society of Jesus for the training of its own members, one at Shadowbrook, in

Lenox, known as the College of Liberal Arts in Lenox, and the other at Weston College, Weston, a school of Literature, Philosophy, Science and Theology, were affiliated with Boston College, and the courses given in both institutions were approved as courses leading to academic degrees.

During the presidency of Father Dolan, a School of Law was opened in the Lawyers' Building, on Beacon Street, Boston in September, 1929. Rev. John B. Creeden, S.J., was appointed Regent. At the same time evening classes were begun in a Junior College to afford educational opportunities to students unable to attend day sessions at University Heights. The sessions of the Junior College are now conducted in the Newbury Street quarters of the Extension School. Rev. Louis J. Gallagher, S.J., who has succeeded Father Dolan as President, perfected a plan for the opening of a School of Social Work. This school began its sessions in September of 1936, and the direction of the school was entrusted to Rev. Walter J. McGuinn, S.J., Dean. Its classes are being conducted at 126 Newbury Street, Boston.

Rev. William J. McGarry, S.J., succeeded Father Gallagher as President, July 1, 1937. Father McGarry drew up plans for an undergraduate school of business with courses leading to the Bachelor's Degree. The classes which were begun in September, 1938, are conducted at University Heights.

### Affiliations

Boston College is affiliated with the Jesuit Educational Association, the National Catholic Educational Association, The American Council on Education, The Association of American Universities, The Association of American Colleges. The New England Association of Colleges and Secondary Schools, The American Association of Collegiate Registrars, the Regents of the University of the State of New York, the Jesuit Educational Association, The Council on Legal Education, The Association of American Law Schools, and The American Association of Schools of Social Work.

The faculty of Boston College is associated with The Classical Association of New England, The Eastern Association of College Deans and Advisers of Men, The American Mathematical Association, The American Physical Society, The American Chemical Society, The Association of Librarians of America, The Seismological Society of America, The American Academy of Arts and Sciences, The Physics Research Academy, The American Catholic Historical Association, The Boston Geological Society, The American Association for the Advancement of Science, The American Association of Teachers of Italian, The Italian Historical Society, The Jesuit Philosophical Association, The American Association of Teachers of Spanish, The American Association of University Professors, The American Political Science Association, The Institute of Radio Engineers, The Society for the Promotion of

Engineering in Education, The American Institute of Electrical Engineers, The Catholic Biblical Association of America, The American Medical Association, The Massachusetts Medical Society, The American Classical League, The American Sociological Society, The American Orthopsychiatric Society, The American Institute of Criminal Law and Criminology, The Rural Sociological Society of America, The American Historical Association, The National Probation Association, The Association of Social Workers, The Child Welfare League of America, The National Conference of Social Work, The National Catholic Charities Conference, The American Public Welfare Association and other learned societies.

### System of Education

The system of education followed in Boston College is similar to that of all the colleges of the Society of Jesus. It is based upon and guided by the principles of the *Ratio Studiorum*, a body of rules and suggestions framed upon the experiences and the best results attained by the greatest universities of Europe at the most flourishing period of their existence.

The subjoined brief outline of the underlying principles of the system, the dominant features of its method, and the object aimed at by its teaching will give a general idea of its purpose.

Education is understood by the members of the Society of Jesus as the full and harmonious development of all those faculties that are distinctive of man. It is not, therefore, mere instruction or the communication of knowledge. In fact, the acquisition of knowledge, though it necessarily accompanies any right system of education, is a secondary result of education. Learning is an instrument of education, not its end. The end is culture, and mental and moral development.

Understanding, then, clearly the purposes of education, such instruments of education, that is, such studies, sciences or languages, are chosen as will most effectively further that end. These studies are chosen, moreover, only in proportion and in such numbers as are sufficient and required. A student who is to be educated will not be forced, in the short period of his college course and with his immature faculties, to study a multiplicity of the languages and sciences into which the vast world of modern knowledge has been scientifically divided. If two or more sciences, for instance, give similar training to some mental faculty, that one is chosen which combines the most effective training with the largest and most fundamental knowledge.

The purpose of the mental training given is not proximately to fit the student for some special employment or profession, but to give him such a general, vigorous and rounded development as will enable him to cope successfully even with the unforeseen emergencies of life. While giving the mind stay, it tends to remove the insularity of thought and want of mental elasticity which is one of the most hopeless and disheartening results of Specialism in students who have not brought



to their studies the uniform mental training given by a systematic college course. The studies, therefore, are so graded and classified as to be adapted to the mental growth of the student and the scientific unfolding of knowledge; they are so chosen and communicated that the student will gradually and harmoniously reach, as nearly as may be, that measure of culture of which he is capable.

It is fundamental in the system of the Society of Jesus that different studies have distinct and peculiar educational values. Mathematics, the Natural Sciences, Languages and History are complementary instruments of education to which the doctrine of equivalence cannot be applied. The specific training given by one cannot be supplied by another.

Furthermore, Languages and History have always been held in esteem as leading factors in education. Mathematics and the Natural Sciences bring the student into contact with the material aspects of nature, and exercise the inductive and deductive powers of reason. Language and History affect a higher union; they are manifestations of spirit to spirit, and by their study and for their acquirement the whole mind of man is brought into widest and subtlest play. The acquisition of Language especially calls for delicacy of judgment, fineness of perception, and for a constant, keen and quick use of the reasoning powers. A special importance is attached to the classic tongues of Rome and Greece. As these are the languages with a structure and idiom remote from the language of the student, the study of them lays bare before them the laws of thought and logic and requires attention, reflection and analysis of the fundamental relations between thought and grammar. In studying them the student is led to the fundamental recess of language. They exercise him in exactness of conception in grasping the foreign thought, and in delicacy of expression in clothing that thought in the dissimilar garb of the mother-tongue. While recognizing, then, in education the necessity and importance of Mathematics and the Natural Sciences, which unfold the interdependence and laws of the world of time and space, the Jesuit system of education has unwaveringly kept language in a position of honor as an instrument of culture.

In order that the student may perfect his study of the Sciences by a deeper insight into the fundamental causes and ultimate reality of things, the complete course of Scholastic Philosophy is given. The pursuit of this course of philosophy leads to a broadening of intellectual vision and a strengthening of moral training that are in accord with the universal principles of human knowledge and the established laws of human conduct. In this final stage of collegiate development the student is thus enabled to exercise the powers of keen analysis and self-criticism, to apply to the practical problems of life the faculties of memory and imagination which have been developed by the study of Literature and History, and the methods of accurate and logical thinking which Mathematics and the Natural Sciences impart.

Lastly, the system does not share the illusion of those who seem to imagine that education, understood as an enriching and stimulating of

the intellectual faculties, has a morally elevating influence in human life. While conceding the effects of education in energizing and refining imagination, taste, understanding and powers of observation, it has always held that knowledge and intellectual development of themselves have no moral efficacy. Religion only can purify the heart, and guide and strengthen the will.

The Jesuit system of education, then, aims at developing, side by side, the moral and intellectual faculties of the student, and at sending forth to the world men of sound judgment, of acute and rounded intellect, of upright and manly conscience. And since men are not made better citizens by the mere accumulation of knowledge, without a guiding and controlling force, the principal faculties to be developed are the moral faculties. Moreover, morality is to be taught continuously; it must be the underlying base, the vital force supporting and animating the whole organic structure of education. It must be the atmosphere the student breathes; it must suffuse with its light all that he reads, illuminating what is noble and exposing what is base, giving to the true and false their relative light and shade.

The purpose of Jesuit teaching, in a word, is to lay a solid substructure in the whole mind and character for any superstructure of science, professional and special, and for the building up of moral life, civil and religious.

The Jesuit system of education in seeking to attain the mental and moral development of all the faculties of man, relies chiefly on the exceptional advantages of the liberal arts courses leading to the degree of Bachelor of Arts; however, a more definite scientific training is offered through the various courses leading to the degree of Bachelor of Science.

### Religious Training

In the admission of students, no discrimination is made on the ground of religious belief. Students who are not of the Catholic Faith will be exempt from attendance at religious exercises conducted by the College and at the courses of instruction which deal with the Evidences of Religion, unless such students freely choose to be present at these exercises and classes.

Nevertheless, in the light of what has been said in the preceding section, training in Religion is considered of primary importance in Education properly understood. The authorities of the College are persuaded, in common with their Religious brethren who conduct Jesuit Colleges throughout this country and in various parts of the world, that Education truly fulfills its function of developing the natural human powers and thus preparing the students for a fruitful life after leaving college, only when a solid and thorough intellectual training is supplemented by equally complete training in Christian morality and Religion.

The Religious Training consists first of all in a general and all-pervading background against which are projected all the individual elements



which make the College course; it is an atmosphere which surrounds and permeates the College life; it is a subtle influence born of the power of associations and example, of the persistent presentation of noble motives and high ideals, of the kindly admonition, correction, guidance, instruction and exhortation of a body of teachers who are themselves thoroughly grounded in the highest form of religious culture through a life led according to lofty principles of asceticism.

This Religious Training also takes the form of religious instruction given during class periods which form an integral element of the curriculum. The College authorities believe that religious truths form a body of doctrines which are definite and certain and which may be taught and studied with as much exactness as Language or Philosophy, and as scientifically as other branches of human knowledge. Hence the study of Religion is required and the courses in the Evidences of Religion are conducted as ordinary lecture courses with class recitations, repetitions and examinations. The subject-matter of these courses is so arranged that during the four years college course, the student covers the entire cycle of Catholic dogmatic and moral teachings.

This religious instruction is supported by various religious activities and practices which may be classed as spiritual extra-curricular activities. The League of the Sacred Heart and its attendant devotions are encouraged. Sodalties of the Blessed Virgin foster that devotion to the Mother of God which is the youth's safeguard in adolescence. The Mission Crusade serves to help the struggling missions in foreign lands, and to develop in the students the spirit of charity and self-sacrifice towards others who are spiritually less favored. All students are required to make an annual Retreat, and an additional special Retreat for Seniors is conducted each year just before Commencement. The frequent use of the Sacraments of Penance and Holy Eucharist, the twin means divinely planned to safeguard and strengthen the human soul against evil, should be an important item in the moral life of a Catholic young man, and nowhere is it more earnestly advised or insisted on than in a Jesuit College.

### Student Counsellor

In the College of Arts and Sciences a Father of the Faculty is appointed as Counsellor or advisor of the Students, and in this capacity he devotes all his time to the interests of the students. It is his duty to advise the students, not only in those matters that pertain to their spiritual well-being, but in others also, proffering whatever direction may be required with regard to studies and all other intimate and personal matters.

One of the questions of highest importance to every college student is the wise choice of a profession or vocation according to one's character, talents and interests, both natural and supernatural. No student with a serious outlook on life will fail to determine, in advance of his graduation from College, the career, which, under God's Providence, will assure his temporal success and his eternal happiness. In this matter the assistance

of the Student Counsellor will be invaluable. His hours are arranged to coincide with those of the school day, thus affording ample opportunity of conferring with him.

### Preparatory School

It is one of the decided advantages of the system followed in this college that the student may make his preparatory studies in Boston College High School. In addition to the moral influence thus gained, this secures a uniform and homogeneous course of teachings and training. The result of such a course of study is a continuous and normal development of the mental faculties along well-defined lines and the possession of a clear and coherent system of principles upon which any special course may afterwards safely rest.

### The Boston College Libraries

One of the principal factors in the intellectual life of the students at Boston College is the Library.

The Library's first service is to the faculty and student body at the College. Members of the Extension and Law Schools also draw upon its resources, as do many students of other Colleges, Catholic and non-Catholic, not only in and about Boston, but from other sections of the country. The Summer School, offering seventy courses of study, makes constant demands on the material at its disposal.

Boston College is for non-resident students only, and naturally, the Library hours are arranged in accordance with the College schedule. It is open on class days from 9.00 A. M. until 7.00 P. M.; Saturdays from 9.00 A. M. until 5.00 P. M.; and on Sunday afternoons from 2.00 until 5.00 for visitors, during October, November, December, April and May.

For the Summer months the Library is open from 8.30 A. M. to 4.30 P. M.; Saturdays 8.30 A. M. to 12 noon (except during Summer School when Saturday closing is 1.00 P. M.)

There are departmental libraries for Chemistry, Biology, Physics, and Mathematics in the Science Building. Entry cards for these collections are filed in the public catalog in Gargan Hall. There is a reference library in the Tower Building for the exclusive use of Seniors and Juniors.

The fourteen study-alcoves in Gargan Hall are well supplied with standard books of reference, and here also accommodations are provided for the "Reserve Sections" of volumes recommended by Professors as collateral reading in various class subjects.

The Stack Room, covering the main sweep of the basement floor, consists of two tiers of modern steel shelving with a capacity of more than 300,000 volumes. There are individual study stalls for the use of graduate students. The Stacks are not open to undergraduates.

The famous Seymour Adelman Collection of manuscripts and first editions of the writings of Francis Thompson is permanently housed in the Thompson Room. Rare items are constantly being added to the exhibit.

The various schools of the College which are conducted off the campus, viz.: The Law School, The School of Social Work, and the Evening Division of Arts and Sciences, maintain their own proper libraries in their own buildings, though the faculties and students of these schools are free to call upon the main library for books.

For gifts received during the past year grateful acknowledgement is made to:

Marchese de Carlo de Constantin	Mr. William Miller
Miss Mary B. Corr	Mr. William Murphy
Davidson College Library	Rev. William V. O'Neil
Rev. Pasquale Di Milla (deceased)	Mary Boyle O'Reilly (deceased)
Miss Marion Fitzgerald	Mr. William N. Seaver
Dr. Timothy Leary	Eleanor Sullivan estate
James F. Aylward (deceased)	Mr. Thomas L. Sullivan
Rev. William H. Walsh	

### The Seismological Observatory

The Seismological Observatory, which is situated in the township of Weston, Massachusetts, began operation in 1930. The presentation of a pair of Bosch-Omori Pendula by Georgetown University occasioned establishment of this Station. These instruments have been kept in constant operation since installation. In 1934 the loan of a Wiechert Astatic Horizontal Pendulum was obtained from Holy Cross College, and this instrument was erected in the same vault with the Bosch-Omori, supplementing it with the recording of disturbances of shorter period. Many quakes, mostly of teleseismic character, have been recorded by these instruments, and grams of these recordings are kept on file at the Observatory.

Three Benioff Seismometers with assemblies for short and long period recording were installed in 1936.

The Station equipment at present consists of a pair of 25 Kilogram Bosch-Omori Pendula, an 80 Kilogram Wiechert Astatic Horizontal Pendulum, and three components of the 100 Kilogram Benioff Seismometers equipped for galvanometric recording at periods of 0.2 second and 60 seconds. Together with these, there is the necessary laboratory apparatus of clocks, microscopes, projection apparatus, meteorological instruments and a library of current literature kindred to this branch of science. The department quarters consist of two seismometer vaults, a recording vault, radio room and photographic dark-room, all being located in the basement of the "Mansion" at Weston College. The office and library are on the first floor of the same building.

As a member of the Jesuit Seismological Association and the American Seismological Association, the Observatory staff has co-operated in the determination of epicenters, etc., with Station recordings published in the Bulletin of the former organization. Likewise, upon interpretation reports of quakes are immediately telegraphed to the U. S. Coast and



Geodetic Survey, in Washington. These data are employed in a preliminary determination of epicenters.

Co-operative research has been undertaken from time to time with Massachusetts Institute of Technology and Harvard University in the matter of local quakes and quarry blasts. As the use of a portable seismograph is being contemplated a more extensive program has been planned for the future. Other research work conducted at the Observatory is the study of local traffic seisms and the comparison of microseisms with meteorological variations.

## THE COLLEGE OF ARTS AND SCIENCES

### The College Year

The college year begins in September and ends with Commencement in June. The year is divided into two semesters of approximately sixteen weeks each.

The following is the list of the ordinary holidays which are granted during the course of the School Year:

November 1, Feast of All Saints; December 8, Feast of the Immaculate Conception; Ascension Thursday; Christmas and Easter vacations; October 12, Columbus Day; November 11, Armistice Day; Thanksgiving Day; February 22, Washington's Birthday; April 19, Patriot's Day; May 30, Memorial Day.

Special holidays may be granted at the discretion of the authorities of the College. These are usually the following: holiday in honor of the President of the College; holiday to mark the conclusion of the Annual Student's Retreat; holiday to mark the conclusion of the first semester of the school year.

## REGULATIONS

### Class Hours and Attendance

The daily classes and lecture periods begin at 9.15 A. M., at which time all students must be in their respective classrooms. No student may be admitted to class after the signal for the beginning of class has been given.

No student may be excused from any class unless he has the explicit permission of the Dean of the College, or, in the case of Freshmen, the permission of the Dean of Freshmen.

Credit for a course will not be allowed if the record of attendance shows that the student has been present at less than 90% of the number of periods assigned for that course during each semester. In case of absence for a prolonged period due to illness or some other compelling cause, the application of this regulation may be modified by the Council on Standards upon the recommendation of the Dean; but in no case will more than twenty days of absence in either semester be allowed.

## SCHOLASTIC REGULATIONS

## Examinations

**FRESHMAN AND SOPHOMORE:** A comprehensive examination in each course is given at the end of each semester. The mark attained in these examinations will constitute 55% of the term mark. The remaining 45% of this mark will be made up from class recitations and class tests and assigned reading tests. The number of class tests to be given in any semester will be decided according to the number of hours per week allotted to each course.

A freshman or sophomore who fails a term examination in any course will be allowed a condition examination in this course provided the grades of his class recitations, class tests and assigned reading tests total 27 points, 60% of the possible 45 points allowed for this work. If the grades for the class recitations, class tests and assigned reading tests total less than 27 points, students will not be allowed a second examination, and will be marked as deficient in the course.

A student who fails a condition examination will be marked deficient in the course.

**JUNIOR AND SENIOR:** A comprehensive examination in each course, junior philosophy excepted, is given at the end of each semester. These examinations will be preceded by preliminary class tests, assigned reading tests, and, in the case of Senior Philosophy courses, by quiz-class recitations. The amount of assigned reading matter will vary for students in the honors courses and those in the non-honors courses. There shall be not less than two class tests and one assigned reading test in the term. The subject matter of the comprehensive semester examination shall not formally include the assigned readings. In computing the grade for each semester 60% will be allowed for the semester examination and 40% for all preliminary tests and recitations. The 40% allowed for preliminary tests and recitations will be divided as follows: Senior Philosophy: 20% for class tests and 10% each for quiz-class recitation and assigned reading tests.

All other courses: 25% for class tests and 15% for assigned reading tests.

A junior or senior who fails a semester examination will be allowed a condition examination provided the grades of his class recitations, class tests and assigned reading tests total 24, 60% of the possible 40 points allowed for this work. If a student's preliminary grades total less than 24 points, he will not be permitted a second examination, and will be marked deficient in the course.

A student who fails a condition examination will be marked deficient in the course.

**Junior Philosophy:** The courses in junior philosophy are divided into four treatises: Dialectics, Criteriology, Ontology and Cosmology. At the conclusion of each treatise a treatise examination is given. These examinations will be preceded by quiz-class recitations, preliminary class tests and assigned-reading tests. There shall not be less than one preliminary class test and one assigned reading test in each treatise. The subject-matter of the treatise examination will not formally include the assigned readings. In computing the grade for each treatise in Junior Philosophy 60% will be allowed for the treatise examinations and 40% for all preliminary tests and recitations. The 40% allowed for preliminary tests and recitations will be divided as follows: 20% for class tests, 10% for quiz-class recitation, 10% for assigned reading test.

A junior who fails a treatise examination will be allowed a condition examination provided the grades of his class recitations, class tests and assigned reading tests total 24 points, 60% of the possible 40 points allowed for this work. If a student's preliminary grades total less than 24 points, he will not be permitted to take a second examination, and will be marked deficient in the course.

A student who fails a condition examination in any treatise in junior philosophy will be marked deficient in the course.

### Oral Examinations

**JUNIOR:** At the end of the junior year a comprehensive oral examination will be held in the various treatises of philosophy studied during the year. To be eligible for this examination it is required that a student have passed successfully the examination given at the end of each quarter.

A student who fails the comprehensive oral examination in junior philosophy will be allowed a condition examination. Failure to pass this condition examination will render a student deficient in junior philosophy.

**SENIOR:** At the end of the senior year a comprehensive oral examination will be held in all branches of philosophy studied during the year. To be eligible for this examination it is required that a student have passed successfully all semester examinations in senior philosophy.

A senior who fails a comprehensive oral examination in philosophy will be allowed a condition examination. Failure to pass this condition examination will render a student deficient in senior philosophy.

Absence from semester comprehensive examinations or from the treatise examinations in philosophy is recorded as such on the student's record. Absentee examinations will be given to students who were absent from comprehensive examinations. In such cases credit for the course with a grade higher than the required passing grade of 60% may be given only to those students whose absences were excused by the Dean of the College.

A fee of one dollar (\$1.00) will be charged for all absentee examinations.



## EXAMINATION PROCEDURE

### General Rules

All examinations conducted at Boston College are governed by the following rules:

1. With the exception of writing material, i.e., blue book, pen and pencil, and such other materials as may be required, v.g., compass and ruler, no student may bring into the examination room anything that may in any way be interpreted as a help in the examination. All rough work is to be done in the blue book.

2. Absolute silence is to be observed during the entire examination. Should anyone leave the examination room before the signal is given for the end of the examination, he should do so without in any way communicating with the other students in the room.

No one may leave his seat until he has completed his examination, when, after submitting his examination book, he is to leave the room immediately.

3. There is to be no communication, direct or indirect, either by word or gesture, between the examinees.

4. There is to be no borrowing or lending during the examination.

5. After the signal for the beginning of the examination, no questions may be asked, either of the Prefect or of any other person in the room.

6. Students coming late for an examination will be admitted to the examination room. However, no additional time will be allowed for the completion of the examination.

7. No one may be admitted late to examinations if any student who was present for the beginning of the examination has left the examination room prior to the arrival of the late comer.

### Note

Violation of any one of any part of one of these regulations will be dealt with as follows:

For the first offense, loss of the examination paper and grade of ZERO with no right to further examination in the subject.

For the second offense, expulsion, regardless of the year during which this second offense occurs.

Attention of all students is called to the fact that the student's college record card carries a notation of all expulsions and the reasons for the expulsion. Expulsion under this condition carries with it the penalty of dishonorable discharge and transcripts of record and recommendations sent out from the office will bear a similar notation.

### Laboratory Work

Failure to complete the assigned laboratory reports in the various sciences renders a student ineligible for mid-year and final examinations in these branches.



### Final Examinations

Senior and Juniors must obtain from the Office of the Treasurer a card of admission to the Final Oral Examination in Philosophy. No one will be permitted to take the examination who does not present this card.

In the event that the examination is not taken at the time appointed, a delayed examination will be given in September. The fee for this examination is five dollars.

Sophomores and Freshmen must obtain from the Office of the Treasurer a card of admission to the final English examination. Without this card no one will be permitted to take this examination.

In the event that the examination is not taken at the time appointed, a delayed examination will be given in September. The fee for this examination is five dollars.

### Class Standing and Promotion

The standing of a student in any subject is determined by the semester average. This average is obtained by adding together the marks received for class recitations and class tests and the mark received in the comprehensive semester examination, according to the plan outlined above.

The report of each student's class standing is sent to parents or guardians at the close of each semester.

The student's rank is determined by positions in one of five grades: A, 90-100; B, 80-89; C, 70-79; D, 60-69; E, below 60, deficient and unsatisfactory.

The student's standing for the year is determined by the Annual Average. This Average is obtained by adding together the Semester Averages of the two Semesters, and dividing this sum by two. In accordance with this Annual Average, class honors and promotions are determined. Class honors are conferred on the following basis: "Summa Cum Laude," when the Annual Average is 95% or over; "Magna Cum Laude," when the Annual Average is between 90 and 95%; "Cum Laude," when the Annual Average is between 85 and 90%.

A general average of at least 70% in three-fourths of the courses studied is required for graduation.

### "Semester Hour" and "Semester Hour Credit"

The terms "Semester Hour" and "Semester Hour Credit" are employed in computing the amount of time which has been devoted to a subject in College, or the amount of work which has been done in a certain branch of study. In all cases where Semester Hours Credit are allowed, it is assumed that the course in question has been taken and passed successfully and that the student has received the mark which the College considers satisfactory for a passing mark. It is important, however, to observe that Semester Hours Credit, like Secondary School Units or Credits presented for admission to College, do not of themselves refer

to the calibre of the courses in which Credits are acquired; it is the responsibility of each College to guarantee the quality of the subject-matter studied in the various courses; Semester Hours and Semester Hours Credit regard only quantity; they merely represent the amount of time devoted to various branches and furnish a convenient method of computing the amount of work which in the judgment of the College authorities has been satisfactorily accomplished in a particular subject.

In accordance with the ruling of the Association of American Universities and Colleges: "A Semester Hour represents a course which meets once a week throughout a Semester." (Robertson, p. 36.)

A Semester Hour Credit is the standard educational recognition given for a Semester Hour in any given subject; that is to say, a Semester Hour Credit in a given subject signifies that that subject has been taken by the student for a Semester Hour. Thus, if a student takes a course for one class period per week during one Semester, he is allowed one Semester Hour Credit; if he takes the same course for two Semesters, he receives two Semester Hours Credit; if the course is conducted for four periods per week during one Semester, he receives four Semester Hours Credit; if he takes this course for a year, he is allowed eight Semester Hours Credit. In ordinary lecture courses, the class period should be of at least fifty minutes duration; in cases in which the class period is conducted in the style of a conference or seminar, the period should be longer, or a greater number of them will be required to give an equivalent number of Credits; in all Laboratory work, the length of a period required to give a Semester Hour Credit is twice the length of the ordinary lecture period.

Since there is a minimum of fifteen weeks of class in each Semester, it follows that a Semester Hour Credit in any subject represents the completion of fifteen class periods in any given subject, or their equivalent in conference or seminar periods, or thirty periods of laboratory work. Repetitions in class, written examinations, "Quiz" sessions and the like are not included in the computation of Semester Hours Credit.

### Deficiencies

A deficiency signifies that a course in a given branch has not been successfully completed, and that credits will not be allowed for the course until the subject matter of the course has been repeated successfully in regular class sessions.

A deficiency may be removed only by repetition of the subject in regular course at Boston College or in another approved college, either in the regular school sessions or during the summer school sessions.

A student who has incurred deficiencies in courses totaling more than six (6) semester hours credit, will be dropped from the College. Should he be reinstated, he must repeat in class all the subjects in which he has failed and any other subjects which, in the discretion of the Dean, should be renewed.

No student may enter the Sophomore, Junior or Senior Class who has not removed all deficiencies before the first of September.

The number of semester hours credit allowed for the various courses of study may be found in the charts on pp. 63-71 or under the descriptions of specific courses.

A student who is dropped from the College for deficiencies in studies must, if he should desire to return, make application in writing to the Dean of Studies. His case will be submitted to the Committee on Standards for approval. If he is readmitted he will be put on probation for his first semester.

### Home Study

All the endeavors of the faculty will fail to insure success for the students unless they apply themselves to their studies with diligence and constancy outside of class hours. Approximately nineteen hours a week are spent in class work, and approximately two hours a day should be spent in the preparation of each individual class assignment.

### Parental Co-operation

The efforts of teachers and prefects will be much facilitated if parents and guardians will cooperate with them in maintaining discipline and insisting on obedience to regulations made for the purpose. Parents are therefore asked

1. To insist that the required amount of time be devoted to home study.
2. To notify the Dean of Men immediately in case of withdrawal of their son or of necessary detention from, or late arrival at class.
3. To give immediate attention to notification—always sent by the Dean of Men in case of unexplained absence—as also to any complaint registered by the Dean of Studies in regard to any considerable deficiency in class standing.

### Disciplinary Regulations

It is the conviction of the college authorities that young men entering college do so with the sincere and earnest purpose of obtaining all the benefits of a college education. The college wishes them to be content and happy in their work and surroundings, to make friendships which will outlast college days and to take advantage of every opportunity which will make for their best interests in after-life.

To accomplish this purpose, there must be a well-ordered plan of work, a time for study and a time for recreation and relaxation. Whatever rules and regulations are necessary to bring out this desired effect, are made with that sole purpose. The college expects the students to be serious in purpose, gentlemanly, courteous, neat in appearance, respectful to their teachers and superiors, careful of their own property.



and the property of others. Only when the conduct outlined above is not spontaneous are disciplinary measures required for the general well-being of the whole student body.

The college reserves the right to dismiss at any time a student who fails to give satisfactory evidence of earnestness of purpose and active co-operation in all the requirements of conduct and academic work. In this matter the college believes itself to be the better judge of what affects the best interests of the college and of the student body. Once a student registers and attends college, he is held responsible for the regulations and traditions of the college. In fact most of the regulations are now as much tradition as they are regulations. They are the outward mark of the special characteristics of the Boston College man.

### Gentlemanly Conduct

Students are held responsible to the College authorities for the requirements of gentlemanly conduct not only within the precincts of the College but at all times and in all places. Any violation of these requirements within the College precincts is subject to the disciplinary sanction specified below.

### Student Activities

All activities, athletic or social or of any other nature, which may be directly or indirectly identified with the College, are subject to the explicit and definite approval of the Dean of the College.

### Defacement of Property

Any student who is wilfully or carelessly responsible for the defacement of the property of the College is required to pay for its replacement or repair and is subject to the disciplinary sanction specified below.

### Smoking

Smoking within the College buildings, except in the place designated, or within the immediate vicinity of the entrances to the buildings is strictly forbidden and subject to the disciplinary sanction specified below.

### Automobiles

Automobiles brought by the students to the College campus are to be parked only on the College parking area.

At the beginning of the First Semester the license number and the registration number of the automobile are to be registered under the student's name at the office of the Dean of Men, from whom explicit permission for parking concession is to be obtained. Students are strictly forbidden to park automobiles on any of the roads within the College campus or on any of the streets surrounding the College property. Any

violation of this rule or any violation of the speed limit of twelve (12) miles per hour within the College grounds, makes the student liable to the forfeiture of the parking privilege at the discretion of the Dean of Men.

### Demerits

Problems of Discipline are regulated by a system of Demerits. All Demerits are imposed by the Dean of Men.

Disorderly conduct: 2 demerits.

Smoking in forbidden places: 1 demerit.

Defacement of property: 3 demerits. Those who destroy or injure College property must reimburse the College according to the value of property injured or destroyed.

Deliberate neglect to attend College exercises: 3 demerits.

Cutting classes during periods which precede examination or test periods: 3 demerits.

A student who receives eight (8) demerits in any Semester will be put on probation and will be debarred from participation in all extra-curricular activities.

A student who receives fifteen (15) demerits in any Semester will be dropped from the College. At the end of each Semester all demerits will be cancelled.

## AWARDS

### General Excellence

A gold medal for general excellence in all branches studied during the entire four years in the College of Arts and Sciences is awarded each year at the annual commencement.

### The William Cardinal O'Connell Religion Medal

A gold medal known as the William Cardinal O'Connell Medal, the gift of His Eminence William Cardinal O'Connell, is awarded at the annual commencement to the student who has attained the highest average in all courses of Religion studied during four years in the College of Arts and Sciences.

### The Francis J. Brick Award

The Francis J. Brick Award, the gift of Mrs. Francis J. Brick in memory of her husband, an alumnus of the class of 1896, is a gold medal which is awarded to a member of each graduating class in the College of Arts and Sciences who has been outstanding in character, loyalty, leadership and scholarship during his four years at Boston College. The winner of this medal will have his name engraved on a cup which is kept in the office of the President of the College.



### **The Mary A. Lyons Philosophy Prize**

The Mary A. Lyons Philosophy Prize of fifty dollars, the gift of Reverend Henry Lyons of Haverhill, is awarded at the annual commencement to the student in the College of Arts and Sciences who has attained the highest average in all Philosophy courses.

### **The Archbishop Williams Annual Essay Prize**

The Archbishop Williams Annual Essay Prize of twenty-five dollars, the gift of the John J. Williams Council Knights of Columbus, of Roslindale, is awarded at the annual commencement to the student of the graduating class who has written the best essay on the subject "Scholastic Philosophy."

### **The John F. Cummins Memorial Essay Prize**

The John F. Cummins Memorial Essay Prize of twenty-five dollars, the gift of the John J. Williams Council Knights of Columbus, of Roslindale, is awarded at the annual commencement to the student in the graduating class of the College of Arts and Sciences who has written the best essay on the subject "Columbus and Columbianism".

### **The Fulton Gold Medal**

The Fulton Gold Medal, the annual gift of Mrs. Vincent P. Roberts, in memory of her father, is awarded annually to the outstanding debater in the Fulton Prize debate.

### **The Gargan Medal**

The Gargan Medal, founded in memory of Thomas J. Gargan, is awarded annually to the outstanding debater in the Marquette Prize Debate.

### **The Harrigan Award**

The Harrigan Award, the income on fifteen hundred dollars, founded by the will of the late Reverend John H. Harrigan, of the class of 1889, is awarded annually to the winner of the Harrigan Oratorical Contest. This contest is open to all students in the College of Arts and Sciences.

### **The Fitzgibbon Medal**

The gold medal, the gift of George A. Fitzgibbon, is awarded annually to the student of the College of Arts and Sciences who has demonstrated steady improvement in scholastic work during his four years as an undergraduate.

### **Denis H. Tully Award**

The Denis H. Tully Award, the income on two thousand dollars, founded by the will of the late Denis H. Tully, is awarded annually to students of the College of Arts and Sciences for the best papers on a theological subject.

## ADMISSION

### Requirements for Admission to The Freshman Class College of Arts and Sciences

#### General Statement

The administration of the Requirements for Admission to Boston College is in the hands of the Director of the Board of Admissions. The executive details are administered by the Dean of the Freshman Class and the Registrar of the College, who will gladly furnish application blanks and all desired information to prospective candidates, parents and Secondary Schools. Application on the form supplied by Boston College must be filed with the Boston College Registrar before May 15 to receive consideration for the June Entrance Examinations. To receive consideration for admittance in September all applications must be on file with the Boston College Registrar before August 20.

All applicants for admission to Boston College must have successfully completed four (4) years of study in an approved Secondary School; the studies taken in Secondary School must include a sufficient amount of the branches of study which the College recognizes for admission; the applicants must present evidence of graduation and of honorable dismissal from the authorities of the school or college which they last attended; they must also present evidence testifying to their good moral character and their general capability to follow the courses at Boston College and live up to the standards which the College exacts of its students. Moreover candidates must present evidence of scholastic qualifications in any one of the following ways:

1. *Full certification by an approved secondary school.*
2. *Partial certification and passing grades in some one of the approved forms of college entrance examinations in required subjects in which the candidate has not been certified.*
3. *Passing grades in some one of the approved forms of college entrance examinations in all required subjects. Upon receipt of application, properly filled out on the Boston College form, the Board of Admissions will, through the Boston College Registrar, notify the candidate whether his Secondary School record merits full, partial or no certification. If partial, or not certified, the candidate will be notified what Entrance Examinations will be required.*

As the enrollment of the Freshman Class is restricted in numbers, it is impossible for the College to accept all who satisfy the Entrance Requirements. Merely to satisfy the academic requirements, therefore, does not assure an applicant of admission to the College, since the applicants who will be accepted will be those whose qualifications are the best.

#### "Entrance Units"

When subjects taken in Preparatory School or High School are offered for admission to Boston College, and when the College investigates whether the applicant has taken a sufficient amount of the required

subjects to satisfy the Entrance Requirements, the amount of time which has been devoted to the various branches of study in Secondary Schools is computed on a basis of "Entrance Units" or "Entrance Credits."

"Admission requirements are uniformly announced in terms of 'units.' The National Conference Committee on Standards of Colleges and Secondary Schools has described a unit in this way:

"A unit represents a year's study in any subject in a secondary school, constituting approximately a quarter of a year's work.

"A four-year secondary school curriculum should be regarded as representing not more than sixteen units of work.

"This statement is designed to afford a standard of measurement for the work done in secondary schools. It takes the four-year high school course as a basis, and assumes that the length of the school year is from thirty-six to forty weeks, that a period is from forty to sixty minutes in length, and that the study is pursued for four or five periods a week; but under ordinary circumstances, a satisfactory year's work in any subject cannot be accomplished in less than one hundred and twenty sixty-minute hours, or their equivalent. Schools organized on any other than a four-year basis can, nevertheless, estimate their work in terms of this unit."

*Amer. Univ. and Coll. Amer. Counc. on Educ., Robertson, P. 19*

**List of Secondary School Units Acceptable  
For Admission to Boston College**

	<i>Units</i>		<i>Units</i>
English I (Grammar and Composition) .....	2	Intermediate French .....	1
English II (Literature) .....	2	Elementary German .....	2
Ancient History .....	1	Intermediate German .....	1
American History .....	1	Elementary Italian .....	2
English History .....	1	Intermediate Italian .....	1
American History and Civil Government .....	1	Elementary Spanish .....	2
European History .....	1	Intermediate Spanish .....	1
World History .....	1	Elementary Algebra .....	1
Modern History .....	1	Intermediate Algebra .....	1
Medieval History .....	1	Plane Geometry .....	1
Civil Government .....	½	Solid Geometry .....	½
Problems of Democracy .....	1	Plane Trigonometry .....	½
Latin (Elementary) .....	1	Chemistry .....	1
Latin (Caesar) .....	1	Physics .....	1
Latin (Cicero) .....	1	Biology .....	1
Latin (Virgil) .....	1	Botany .....	1
Greek (Elementary) .....	1	Zoology .....	1
Greek (Xenophon's Anabasis) .....	1	Economics .....	1
Greek (Homer's Iliad) .....	1	Astronomy .....	1
Elementary French .....	2	Elementary Science .....	1
		Social Studies .....	1
		Law .....	1



**SECONDARY SCHOOL UNITS**  
**For Various Courses at Boston College**  
**Bachelor of Arts**

*Required Fifteen (15) Entrance Units*

Latin .....	3
Algebra .....	1
Plane Geometry .....	1
English .....	4
*Modern Language .....	2
Other Subjects .....	4
(as listed above) .....	—
*Cf. Note page 42 .....	15

**Bachelor of Science in Chemistry, Physics or Biology**

*Required Fifteen (15) Entrance Units*

English .....	4
Algebra .....	1½
Plane Geometry .....	1
*Modern Language .....	2
Science (Chemistry, Physics or Biology) .....	1
Other Subjects .....	5½
(as listed on page 40) .....	15

**Bachelor of Science in Education, History, Social Sciences**

*Required Fifteen (15) Entrance Units*

English .....	4
Elementary Algebra .....	1
Plane Geometry .....	1
U. S. History .....	1
*Modern Language .....	2
Other Subjects .....	6
(as listed on page 40) .....	15

Students lacking entrance units in Modern Language begin a language in Freshman year and continue it through Junior year. Candidates who cannot present entrance units in Modern Language may substitute credit in one of the subjects listed as entrance units on page 40, subject to the approval of the Board of Admissions.

Intermediate and elementary Modern Language courses are offered in French, German, Italian and Spanish. Intermediate courses presuppose at least two years of secondary school preparation in the language. Students who have had two years of preparation in a Modern Language



and wish to continue the study of this language must take the Intermediate courses. It is permissible for students who have had two years of high school preparation in a Modern Language to discontinue the study of this language and to begin the study of another at Boston College. The elementary course may not be taken in any language in which the student has had two years of secondary school preparation.

N. B. *German, elementary or intermediate, depending on the previous preparation, is prescribed in the B.S. courses in Biology, Chemistry and Physics.*

### Scholarships and Scholarship Examinations

A list of all scholarships, their values, and any restrictions which may be attached to the awarding of them will be found on pp. 158, 159, 160, 161, 162, 163, 164 and 165.

Each year Boston College awards a number of scholarships by competitive examinations. These competitive scholarship examinations are identical with the June Entrance Examinations and are awarded on the basis of excellence in these examinations. Intention of entering these competitive examinations must be indicated by the candidate on the first page of the application blank in the space provided for this purpose.

Only those who would otherwise be fully certified can qualify for the Competitive Scholarship Examinations. There will be no examination Fee for those who qualify for the Competitive Scholarship Examination.

All scholarship candidates must fulfill all the requirements for admission to Boston College as outlined in this Bulletin.

Scholarship examinations will be held in connection with the June Examinations only.

No consideration will be given to preliminary examinations in determining the awards. All examinations must be taken the same year.

### Procedure of Candidates for Admission to Freshman Class

1. Candidate should secure a copy of the Boston College application form, which will be provided on request.
2. The candidate himself is to fill in properly and completely the information desired on pages 1 and 4 of the Boston College application form.
3. Next the candidate is to take the application form to his secondary school principal with the request that the principal:
  - a) fill in the information desired on pages 2 and 3 of the application form.

b) mail the completed application form to the Boston College Registrar. (If a candidate has attended more than one secondary school, his scholastic record at each school should be sent by the respective principals or headmasters). It is important that Secondary School Records should come *directly* from the office of the principal to the Boston College Registrar. Records brought by students will not be accepted as official.

4. When the candidate's application form has been received properly completed, the candidate will be notified of his status by the Boston College Registrar.

Note—To receive consideration for the June Entrance (and Scholarship) Examinations applications must be on file with the Boston College Registrar not later than May 15.

To receive consideration, for admittance in September, ALL applications must be filed before August 20.

All applicants for admission to Boston College, in addition to satisfying the general credit requirements already mentioned, must either be certified in the required subjects or successfully pass some one of the approved forms of College Entrance Examinations.

If the record of a candidate meets with the approval of the Board of Admissions, notice will be sent to him permitting him to take the examinations in question. It is not necessary to take examinations in all the branches which are studied in Secondary School and which are offered as Entrance Units; hence, notification will be sent at the same time, instructing the candidate which examinations he is to take. A list of these subjects will be found on pages 44 and 45.

Entrance Examinations are conducted by the Board of Admissions at Boston College in June and in August.

The examinations conducted by the College Entrance Examination Board and by the Regents of the University of the State of New York (the New York Regents' Examinations) are recognized by Boston College as equivalent to Entrance Examinations for Boston College, subject to the usual conditions.

A third approved set of examinations is that which is commonly taken by graduates of Jesuit High Schools in Boston and elsewhere; these are the "Province Examinations," or the Interscholastic Examinations of the Province, conducted by each of the American Jesuit Provinces. Graduates of Jesuit High Schools who plan to enter Boston College should submit their applications and scholastic records to the Boston College Registrar as specified above for all candidates.

### Entrance Examinations

In the Boston College Entrance (and Scholarship) Examinations for 1939, there was a departure from past practice. Instead of the essay-type of examination a series of objective tests, suited to the Secondary School Curriculum, was given in the required subjects, to measure achievement. These tests should be taken "in stride," hence *special* preparation and "cramming" is not deemed advisable.

All candidates who are to take the Boston College Entrance (and Scholarship) Examinations are required to take examinations in those subjects specified on the cards sent to candidates by the Boston College Registrar; alterations on those cards may be made only by the Dean or the Registrar.

### Preliminary Examinations

Preliminary examinations for admission are allowed for the benefit of applicants who have not yet completed their secondary school courses, but who desire to take examinations in the subjects which they have already completed with a view to offering credit in these examinations for admission in the future. Such applicants are required to file applications and to submit their scholastic records to date in those subjects in which they desire to take examinations.

### Examination Fees

The examination fee is five dollars for one examination or for two examinations, and ten dollars for more than two examinations. The fee is to be made payable to the Treasurer of Boston College. Candidates who wish to be considered for the Boston College Entrance Examinations must pay the examination fee at least one week before the date set for examinations. If a candidate is not permitted by the Board of Admissions to take the entrance examinations, the candidate will be notified and the examination fee will be refunded.

Successful candidates will be notified of their acceptance by the Registrar. The withdrawal of intention to take the examination forfeits the examination fee.

### Subjects in which Certification or Entrance Examinations are Necessary

Candidates applying for the BACHELOR OF ARTS course:

Elementary Algebra  
Plane Geometry  
Greek\* or Modern Language\*  
Latin  
English



Candidates applying for the BACHELOR OF SCIENCE courses in BIOLOGY, CHEMISTRY OR PHYSICS:

Intermediate Algebra

Plane Geometry

One science (Chemistry, Physics, or Biology) —Applicant's choice.

Modern Language\*

English

Candidates applying for the BACHELOR OF SCIENCE courses in EDUCATION, HISTORY, OR SOCIAL SCIENCES.

Elementary Algebra

Plane Geometry

Modern Language\*

United States History or United States History and Civil Government

English

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\*Candidates who offer neither Greek nor Modern Language credits for admission will take an examination in a listed unit to be named by the Board of Admission and in which an examination is not already prescribed.

#### Admission to Advanced Standing

A candidate seeking to transfer to Boston College from another college of approved standing should apply in writing to the Registrar of Boston College. At the same time he should have forwarded to Boston College from the Registrar of the college last attended an official transcript of the subjects taken in that college. This done, he will be informed in writing of the action of the College in his regard.

#### Annual Expense Requirements

Since this Institution is not endowed, it is normally dependent for support and development on the fees paid for tuition and for the other Collegiate requirements. The following rules, therefore, must be strictly observed:

The payment of Tuition, Student Activities, Library and Registration Fees, is to be made by mail or in person, not later than the days assigned on the bill, which is mailed to the individual student about two weeks before the day assigned. Freshmen and other new students receive their first bills at the time of registration.



Bills as rendered are:

- (1) First Quarter—due on entrance in September.

Tuition: \$62.50.

With this quarter is also paid one-half of the Student Activities, fee (\$12.00) and one-half of the Library Fee (\$5.00).

At this time the Registration Fee is also paid: for Upper Classmen, \$1.00; for Freshmen and New Students, \$5.00.

Total: for Upper Classmen, \$80.50; for Freshmen and New Students, \$84.50.

- (2) Second Quarter—due on November 8.

Tuition: \$62.50.

- (3) Third Quarter—due at the opening of the Second Semester at the end of January.

Tuition: \$62.50.

Also the other half of the Student Activities and Library Fees: \$17.00. Total: \$79.50.

- (4) Fourth Quarter—due on March 14.

Tuition: \$62.50.

This arrangement does not prevent students from making payments half-yearly or yearly in advance, if they should wish to do so.

Science Fees are to be paid in full at the time of entrance to the various Science courses.

No student will be allowed to enter any class in September until his Class Card, which is issued at the Dean's Office on arrival, has been countersigned by the Treasurer, indicating that all financial matters have been satisfactorily adjusted.

At the opening of the Second Semester in February, there will be a second registration, to which no fee is attached. At this second registration students apply not to the Office of the Dean but to the Treasurer's Office for Class Cards, at the time when they make the payment of their bills for the Third Quarter. The issuance of this card will indicate that all financial matters are satisfactorily adjusted to date. This Class Card is to be shown to each Professor at the beginning of classes on or before the opening of the Second Semester. Delaying until the day on which the Second Semester opens will cause congestion and may involve loss of class credit for one or more days.

Holders of full Scholarships are not exempt from the payment of Registration, Student Activities, Library or Science Fees at the time prescribed.

No refund of the Quarterly Tuition will be made after the expiration of the first week of the Quarter.

The "Student Activities" Fee subsidizes expenses incident to the conduct of various extra-curricular activities, entitles the student to subscriptions for the "Stylus" and the "Heights," to the usual athletic reductions during the football and baseball seasons, and to a ticket of admission to the annual College Concert, the annual College Play and to various extra-curricular lectures provided by the College authorities.

### Summary of Annual Expense Requirements

General Fees	Registration—upper classes (not refundable) .....	\$ 1.00
	Registration—new students (not refundable) .....	5.00
	Tuition—payable quarterly in advance .....	250.00
	Student Activities—payable semi-annually with tuition .....	24.00
	Library—payable semi-annually with tuition .....	10.00
Special Fees	Condition Examination .....	5.00
	Deficiency Course .....	20.00
	*Certificates, Marks, etc. ....	1.00
	Inorganic Chemistry .....	20.00
	Organic Chemistry .....	40.00
	Physical Chemistry .....	30.00
	Qualitative Analysis .....	15.00
	Quantitative Analysis .....	15.00
	Qualitative Organic Analysis .....	20.00
	Biochemistry .....	20.00
	Physics .....	15.00
	Biology .....	30.00
	Elective Biology .....	15.00
	Elective Chemistry .....	15.00
	Graduation .....	10.00

\*No transcript will be sent from the Registrar's Office during the periods of Final Examinations and Registration.

Each student taking one or more Chemistry courses (except Cultural or Elective Chemistry) must keep a \$15.00 breakage deposit at the Treasurer's Office. Damage to equipment, or waste of chemicals by any student will be charged against his deposit. The laboratory fee covers rental of locker and apparatus, use of gas, water, electricity, chemicals and equipment, and the many incidental expenses of conducting a laboratory course.

### Registration

To avoid the confusion and delay caused by a misunderstanding on the part of the registrants, attention is earnestly directed to the fact that Registration and the adjustment of Tuition payments are not to be postponed to the opening day of classes. The opening day of Freshman Classes is September 12, 1940. Registration must be attended to before this time.

### Method of Registration

On the days assigned for Registration, students should present themselves at the office of the Registrar, where a set of six printed cards will be issued to them. The student should not apply for a Registration Card unless he is prepared to make payment of his First Quarter bill in full. These cards will indicate the assignments of the class sections for the coming year and will be stamped with the approval of the Dean's Office. All the information asked for on these cards for the College files should be filled in and the card shown to the Registrar for his approval.

The student should then present himself at the Treasurer's Office for payment. All the cards excepting one will be kept at the Treasurer's Office. One card will be returned to the student, countersigned by the Treasurer. This is the student's Class Card and is to be shown to the Class Professors on the opening day of school.

No student will be allowed to enter class without this Class Card, stamped by the Dean's Office and countersigned by the Treasurer. Any student not present for the formal opening of classes should know that this absence will be counted among the limited number of absences which are allowed before a Deficiency is incurred.

### Payment of Bills

It is recommended that payments of tuition, etc., be made by check or Postal Money Order.

Checks should be made out for the proper amount of tuition and fees. Since personal checks will not be cashed, any surplus over the proper amount for tuition, fees, etc., will not be refunded.

No refund of the Quarterly Tuition will be made after the expiration of the first week of the Quarter.

N. B. Business with the Treasurer will be transacted only during office hours: Daily 9.00 A. M. to 4.00 P. M.

Saturdays, 9.00 A. M. to 12.00 M.

## GENERAL DESCRIPTION OF COURSES AND REQUIREMENTS FOR DEGREES—COLLEGE OF ARTS AND SCIENCES

Applicants are instructed to consider carefully their choice of course since no changes may be made after the course has been started.

The Jesuit system of education is based frankly on the fact that genuine education demands the supervision and control of trained, experienced educators, and is not a thing to be regulated by the inexperienced student himself. Keeping in view the essential distinction between collegiate and university education, as that of a general as distinguished from a special or professional education, the studies which have been found to be the best instruments for imparting this general education are prescribed; and these form the greater part of the curriculum. It is the immediate object of the education which makes this course imperative.



It aims at the preliminary development of the whole man as the essence of education and its only legitimate meaning. After this is attained, specialization along particular lines may properly follow.

The College of Arts and Sciences at Boston College at the present time confers two academic degrees, Bachelor of Arts (A.B.), Bachelor of Science (B.S.). The various individual courses of study in particular branches, which are to be found listed on pages 62 to 70 of this Bulletin, are consequently arranged in two groups; each one leading to one of these two degrees. Within the Bachelor of Science group, there are again six groups, since all students registering for this degree are expected to major in either Biology, Chemistry, Physics, Education, History, Social Sciences.

### The Bachelor of Arts Degree

The Courses for the Bachelor of Arts degree are divided into three separate groups:

1. A.B. Honors. (Greek).
2. A.B. (Greek).
3. A.B. (Mathematics).

### The Bachelor of Arts Degree with Honors

The course leading to the Bachelor of Arts degree with Honors is reserved to those students, who, in the judgment of the College authorities are endowed with more than ordinary talent and are capable of the high grade work which the course requires.

A course in Greek language and literature is required of all students in this course. A minimum of two years of college Greek will be required of all students in this course who have made preliminary studies in this language during two or three years of High School. For those who enter without these preliminary studies in Greek, an intensive college course of three years duration will be provided.

In addition to this study of Greek students working for the Bachelor of Arts degree with honors must, at the time of graduation, be found to have obtained a grade of "A" (90-100%) or "B" (80-90%) in thirteen (13) major courses, and a grade of "C" (70-80%) in at least three-fifths of the remaining courses. These grades will be determined partly by class work, partly by comprehensive oral and written examinations. The scholastic success of the student will be noted on a special diploma by the qualifications of First, Second, Third Honors.

Applicants who elect to begin or continue the study of Greek, and whose scholastic record in secondary schools gives assurance that they will be able to meet these requirements, will be grouped in their Freshman Year into separate classes for the more extensive and more intensive work demanded for the Honors Course. In keeping with the greater



capabilities of the students in these classes, and with the higher requirements of the Honors Course, these students will be required to cover a larger amount of matter in the various branches, both in class-room work and in assignments for personal work outside of class, than is ordinarily required for the other classes, and a much higher grade of work and more thorough and intensive application to assignments will be exacted of them. Any students in these classes who, at any point of the course, fail in the satisfactory performance of their work and make it clear that they will not be able to satisfy the requirements at the time of their graduation, will be dropped from the Honors Course and assigned to the other classes.

Students in the Honors Course will be expected to do original and intensive work in the branches which they select as their chosen field for special study in their Junior and Senior years.

At the discretion of the Dean, students in the Honors Course may be exempted from regular attendance at classes, but must render an account of their work by written reports, by personal conference with their Instructors, and in group discussions.

#### A. B. with Greek but Without Honors

Students who elect to take courses in Greek but whose scholastic record in secondary school gives no assurance that they will be able to meet the requirements of the course leading to the Degree of Bachelor of Arts with Honors, will be grouped into classes separate from the students in the Honors Course. These students will be given substantially the same curriculum as that prescribed for the Honors Course; that is to say, the same branches of study will be required, but the amount of matter taken and the assignments of personal work will be lessened. For those who enter without preliminary studies in Greek, an intensive college course of three years duration will be provided. At the completion of their course, these students will receive the degree of Bachelor of Arts without Honors. The degree will be conferred without any qualifications or specifications, save the customary ones of "cum laude" (with distinction), "magna cum laude" (with high distinction), "summa cum laude" (with highest distinction). To receive the degree, it will, of course, be necessary for the student to have completed all his courses successfully with a rank of at least 60%. An average of at least 70% in three-fourths of the courses studied is required for graduation, i. e. courses amounting to ninety-six (96) credits.

#### A. B. Degree with Mathematics

The courses leading to the Bachelor of Arts degree with Mathematics are identical with those in the Bachelor of Arts degree without Honors, with this exception: during the Freshman and Sophomore years courses in Mathematics are substituted for the study of Greek.

### Science Courses in the A. B. Curriculum

One course in science, Biology, Chemistry or Physics is required of all students in the Bachelor of Arts Curriculum. This course, which is taken in the Junior year, may be chosen by the student from the three branches mentioned above.

### Studies Preparatory to Professions which are Offered in the A. B. Curriculum

In order to prepare students in the Bachelor of Arts curriculum for entrance into professional schools after graduation from college a special program of studies is offered to meet the requirements of these institutions.

At present Boston College offers two such programs which prepare for studies in Medicine and in Law. In these courses students who plan to enter Medical Schools may fulfill all the requirements prescribed for Pre-Medical students by the Council of Education of the American Medical Association, and students who plan to enter Law Schools will thus acquire credits which will amply satisfy entrance requirements for Law Schools. It is strongly recommended to Pre-Medical and Pre-Legal students that, having fulfilled the requirements of these professional schools they devote whatever time is left them for elective studies to the more cultural studies of the arts courses.

### Pre-Legal Studies in the A. B. Curriculum

Students in the Bachelor of Arts groups who plan to enter Law School may in their Junior and Senior year elect courses in Economics, Government, Accounting. No other courses are specified as Pre-Legal Studies, nor should too much stress be placed upon these branches to the detriment of the cultural subjects so necessary to all professions.

### Pre-Medical Studies in the A. B. Curriculum

Since certain special courses, peculiar to this group of Pre-Medical students, will be necessary in both Freshman and Sophomore years, a decision should be reached before entering the College. Occasional exceptions may be granted by which a student may enter upon the special Pre-Medical courses at the successful completion of his Freshman year. This arrangement is subject to the discretion of the Dean. No student may take up the Pre-Medical studies after he has once begun his Sophomore year.

### Biology and the Pre-Medical Courses

We all are curious by nature. We like to ask questions about things we do not understand very well. And our curiosity is the greater, in proportion to the relation which the answer to our questioning has to what concerns us vitally. We all are enormously interested in life, in what pertains to life, its nature, its origin, its improvement, and most of all, its continuance. No matter how much or how little we may think of other things in this world, we all, even though subconsciously, are striving ever to improve our knowledge about this mysterious principle, to learn more about this foundation of everything we accomplish, this subtle source of our activities, which the smallest child realizes separates us completely from the non-living world around us. This amazing thing which each living person has in his possession, began, he is sure, before he was aware of it. He instinctly feels that it differs somehow from his personality; and he looks forward with absolute certainty to some point of future time, when death will come along to claim it. There is no one who does not understand that between the living and the non-living world, there is a profound gap; and that all living things have in their possession something which no non-living thing can ever obtain.

For this reason it is commonly said that Biology is the study which has the most universal appeal. Each individual has a greater affection for his own country than the love he holds for other places. Each finds that his particular branch of education, if persisted in long enough, will furnish more fascination than any other can do. But none can boast of such a wide appeal, none other embraces so broad a field, none other grows absorbing at such a rapid rate, as the science of Biology. Problems which press most heavily for solution in modern civilization, — food-supply, disease, education, religion, civilization itself — are concerned with the character and the activities of living organisms. The task of the Biologist in adding to our knowledge of plants and animals is thus by no means a theoretical problem, but deals with matters which are of practical importance to all men.

Modern Science through its discovery of the variability of structure with motion, seeks the chemico-physical nature of life, but at the cost of failing to do adequate justice to the constancy of biological organization. Scientific Evolutionists are looking for forces which have brought about evolution. Scientific Creationists seek to discover the methods by which Creation has been effected. To afford opportunity for such knowledge, Biology is open as an Elective in Junior Year to those who are registered for the Degree of B. S. in Education, Social Science, and History and for all Juniors who are not pre-medical students.

For those who hope to enter the medical profession later on, Biology is one of the required pre-medical studies. The following schedule has



been accepted by the American Medical Association as the minimum requirement of credits for entrance to a Class A Medical School:

English .....	6	Hours
Inorganic Chemistry .....	8	"
Organic Chemistry .....	4	"
Physics .....	8	"
Biology .....	8	"
Foreign Language .....	8	"
Credit in Subjects other than Science .....	12	"
Additional College Credit to Total .....	60	"

Some colleges have arranged a schedule whereby pre-medical credits may be obtained in two years of study. But with the number of medical aspirants growing every year, few medical schools now admit students without a college degree. It is believed that the more extensive the preliminary education, and the consequent increase in culture, the better fitted the individual will be to pass with success through the vast field of experiences of all sorts, which await the follower of Hippocrates in the practice of his profession. The physician deals with life and death; he is constantly engaged in difficult cases involving honor or dishonor. To conduct himself under all circumstances with the circumspection and the heroism expected in one of his calling, there is imperative need of much more than even skillful preparation for handling surgical tools or readiness in grasping the details of the pharmacopoeia. For this reason Boston College demands a full four-year course, leading to the degree of A. B. The B. S. in Biology Course also more than fulfills the preliminary requirements for medical school, but as it necessarily sacrifices some cultural subjects for strictly scientific studies, this course is generally chosen by those specially interested in this topic, or who hope to use it in pedagogy after graduation.

Candidates who wish to prepare for a dental school will follow either the A. B. Pre-Medical curriculum or the B. S. Biology curriculum.

#### Bachelor of Science Curriculum

The degree of Bachelor of Science will be conferred on the completion of any one of six sets of courses, which fall into two general groups.

The first group consists of three curricula which are Bachelor of Science courses in the strict sense of the term "Science," *i.e.* the natural or physical sciences; that is to say, these courses are made up of general studies (such as English, Philosophy, etc.) and of strictly scientific studies in Biology, Chemistry, Physics.

The second group of Bachelor of Science courses consists of three curricula which are Bachelor of Science courses in the broad sense of the term; that is to say, these courses are made up of general studies (such as English, Philosophy, etc.) and of studies in the three departments of Education, History, Social Sciences.



Students who register for the Bachelor of Science courses must major in one of these departments, particularly in their Junior and Senior years, chiefly by the selection of elective courses in these and related subjects. In this group, also, many studies are common to all the students; however, since certain special courses peculiar to the smaller groups are necessary in Freshman and Sophomore years, it will be necessary for an applicant, before entering the College, to have made his decision as to which of the three he chooses to follow, and to indicate this at the time of his application.

Students registered for the degree of Bachelor of Science who plan to prepare for entering Medical Schools, should take the courses leading to the degree of Bachelor of Science, majoring in Biology.

### The Bachelor of Science in Chemistry

The course of studies, leading up to the degree of Bachelor of Science in Chemistry, embraces the usual undergraduate subjects that are necessary for or facilitate the acquirement of a thorough knowledge of the fundamentals of chemistry and, in addition, bears the distinction of including extensive studies in languages, philosophy and religion. To give a steady and wholesome outlook on life and its problems, to engender in the mind habits of right thinking, to instill a correct sense of values in placing eternal truths above all else, the courses in Scholastic Philosophy and religion find a place in the science curriculum that is not usually accorded them outside of Catholic colleges. Such a B. S. course equips the student with a well-rounded background and a mind well-equipped for individual thinking that he can bring to bear on the scientific problems which he will encounter in the profession of his choice.

The first course in Chemistry is Inorganic Chemistry which treats of inorganic material and the general laws governing the changes which take place. In the following year, the student will study Semi-micro Qualitative Analysis or the detection of the different metallic and acid radicals using semi-micro technique. This course lasts for a semester and is followed by a semester of Quantitative Analysis in which the amount of substance present is determined by volumetric methods, and stress is laid on mathematical accuracy. In Junior year Organic Chemistry, the study of the compounds of carbon, is taken together with Physical Chemistry which is best described as an advanced treatment of the generalizations or laws and the theories of chemistry. In Senior year, besides a thesis which every Chemistry student must present, the student must take a course in Qualitative Analytical Organic Chemistry and a course in Quantitative Inorganic Analysis in which the amount of substance present is determined by gravimetric methods. Both these latter courses are taken in the first semester, and in the second semester the student elects two semester courses from a variety of electives offered, which include Biochemistry, Semi-micro Quantitative Analysis, Quantitative Organic Analysis, Colloids, Advanced Inorganic, and Industrial Chemistry.

Since no one branch of science is completely independent, the scientific part of the course is completed by the selection of suitable courses in the allied branches of Physics, Mathematics and Biology. Clearness of expression is essential in any field and is especially to be desired in science. The courses in the languages are included for this purpose and are an essential part of the program.

### The Bachelor of Science in Physics

The Bachelor of Science in Physics at Boston College differs from that same course in many other schools in the purpose of the course, and in the selection of studies to obtain this purpose. The purpose of the course is culture and mental and moral development. In his four years at college the student does not specialize, but merely selects the courses in physics as his major study. All students in this course are required to take twenty-four (24) credits in the languages, that they may be able to express themselves clearly and in an interesting manner. But the student must have some truth to express. This truth he learns in the required courses of religion for four years (8 credits), of history (4 credits) and of philosophy (28 credits). In this way sixty-four (64) credits out of the required one hundred and forty-four (144) credits are in branches outside the natural sciences and mathematics. During the four years of college the moral faculties of the student are developed, as well as the intellectual faculties, by an insistence upon the necessity of a true and moral evaluation of the events in life. In this way the foundations are made strong for a moral and religious life in his future work.

Only a small part of the course is information. Rather formation is the work of the four years. To obtain this formation and training, the student uses the science of physics as the major instrument. His next important course is mathematics and the next chemistry. Twenty-four (24) credits are required in mathematics during the four years. In his first two years he obtains this training in accurate and logical thinking by courses in College Algebra, Analytical Geometry, and Differential and Integral Calculus. Then on this foundation he advances in his last two years to courses in Differential Equations, Advanced Calculus, Vector Analysis and Partial Differential Equations of Physics. The second minor is chemistry. Because of the intimate connection between physics and chemistry sixteen (16) credits in Inorganic Chemistry and Qualitative and Quantitative Analysis are required.

The major branch in all four years is physics. Thirty-six (36) credits are required in this study of the world in which we live today. A general course in molecular and wave physics is given in the first two years as a foundation for advanced work. In the third year the student takes a mathematical study of the facts of Mechanics and Heat and the Theory of Measurements. In his last year the student rounds out the course with

Alternating Currents and Optics and Modern Physics. For four years he is trained in the scientific method of observing the facts, measuring the quantities, and reasoning by induction and deduction. The laboratory of the four years makes the student active in his own investigations and removes him from the passive state of merely listening to lectures.

With this training in the languages, history, philosophy, religion, mathematics, and the natural sciences, the student is prepared to cope with the rapidly changing conditions of the world in any profession he may care to follow. But he is prepared in a very special way for civil, electrical, mechanical, illumination, and any other kind of physical engineering.

Boston College has the faculty, the library the laboratories, and the equipment to give these courses. The classes are limited to twenty students in Freshman, so that the culture and the mental and moral development of each student can be frequently tested.

### **The Bachelor of Science in Education**

The arrangement of subjects in the curriculum leading to the Bachelor of Science in Education is designed to promote a broad cultural education in conjunction with a specialized training for prospective teachers. The concentrated work in educational subjects aims at acquainting the student with the ideals and principles underlying the educational process and gives him an insight into the useful methods and techniques observed in the teaching process. Underlying the organization of this Bachelor of Science curriculum is the idea that while efficiency in teaching depends upon scientific, methodical procedure; it requires, none-the-less, culture of person, liberality of vision and broad appreciation in life. Teaching is understood to be more instruction by applied techniques—it is development by personal influence.

Accordingly, the beginner in his Freshman year pursues an educational course that serves to adjust him to the field of Education generally. During the first semester the student takes an introductory course called Orientation in Education which acquaints him with the nature of the work comprised in the professional training of teachers. In the second semester of Freshman year comes a course in History of Education. The purpose of this course is to cultivate sound judgment based upon experience with schools and teaching.

In the Sophomore year this curriculum comprises the same courses as in Freshman but of a more advanced nature. The History of Education is continued into the Modern Period in the first semester and this is followed by a study of Principles of Education or fundamental ideas concerning meaning, aims and practices in Education in the second semester.



In a sense the first two years of work in this Bachelor of Science curriculum are preparatory wherein the Education courses are balanced by courses in English, Modern Foreign Language, Mathematics and History.

Entering his Junior year the student of this course is prepared to concentrate in Education and will in the course of his Junior and Senior years take an additional total of twenty-three credits in the subject.

With his progress to Junior year, then, the student's work becomes more intensive both in the professional educational courses and in the general cultural courses. The latter phase of the work is built around Philosophy, for training the mind; the Natural Sciences, for an understanding of the world in which we live; and Religion, for appreciation and regulation of man's moral life. In combination these courses give a deeper insight into the meaning of Education and its relationship to man's nature, needs and destiny.

The Educational courses in Junior year begin with a course in practical training in classroom methods and techniques. In this course theories and principles are given practical interpretation and translated into actual teaching procedure. With this course in the first semester goes Logic (Educational). This is followed in the second semester of Junior year by Character Education which analyzes character, discuss its place in a teaching program and establishes proper principles and procedures for effective character formation.

In the Senior year the basic courses in the student's general education, Religion and Philosophy and Education, are continued. The following courses are required during the first semester: Educational Psychology giving three credits and Advanced Empirical Psychology affording two credits. The study in Educational Psychology makes an analysis of the powers, traits and dispositions in human beings as these are related to the learning and teaching processes while Advanced Empirical Psychology is a general study of the faculties and powers of man. In the second semester the required courses are: Philosophy of Education which establishes the true idea of education and the ultimate norms of educational values; Advanced Rational Psychology, a study of the human soul and its powers; and Special Ethics, a study of man's ethical nature, his duties and responsibilities in life.

These are the stipulated requirements for the Bachelor of Science degree in Education at Boston College. But certain imponderable factors enter also into the estimate of a student's eligibility for such a degree. Besides the scope and quality of the work established by this curriculum, consideration is given such qualities and achievements as attitude, motives, application, deportment, cultural refinement, devotion to learning and things of the mind, human interests, spiritual progress and gen-



erally evidences of scholarship and Christian character. He is expected to live the cultural life of Boston College, not merely to learn and imbibe information.

### **The Bachelor of Science in History**

The degree of Bachelor of Science in History affords an excellent cultural education. Students in this division take courses in Philosophy; Religion, English, Modern Language, Mathematics and Science; and in addition, more intensive courses in History and History of English Literature are prescribed. For electives, detailed studies of special historical fields are offered. The purpose of the degree is not to develop trained research workers, properly the work of graduate schools, but to give that broad cultural training which results from the knowledge of the political, religious, artistic, and scientific achievements of the past. All the courses, general or special, are based on the principle that History is the record of the whole of civilization; hence the students must acquaint themselves with the achievements of man in the fields of art, architecture, and literature, as well as, with man's record in religion, government, and science. The familiar study of the great men of history, affords not only fine intellectual, but excellent character training too.

The history courses are integrated with the philosophy and literary courses so that the student may make History, the laboratory, as it were, where Philosophy finds its concrete actualization, where the background so necessary to the proper appreciation of literature may be obtained. As is but fitting in a Catholic college, in all courses due attention is paid to the history of religion. In the Freshman and Sophomore years, all candidates for this degree follow a thorough survey course in the history of the Christian Era, four semesters, three hours a week. In the Junior and Senior years, the candidates specialize in particular fields with more detailed courses. These courses are as follows: Ancient History, Eastern Civilization and Greek History, Roman History, Medieval History, Cultural History of the Middle Ages, Irish History, Cultural History of the Renaissance, the Continental Reformation, the French Revolution, the Nineteenth and Twentieth Centuries, American History, Colonial History, National History to 1898, and Recent American History. In addition other elective courses may be had in other fields of History as listed in the Department of History.

### **Bachelor of Science in Social Sciences**

This course of study, which leads to the degree of B. S. in Social Science, is offered for those students who have enrolled in Boston College as candidates for the Bachelor of Science degree, and who plan to elect sociology, economics, or government as their major subject, or field of concentration.

The four year course specializing in social science is designed, (a) to provide an adequate foundation in sociology, economics, and government for those students who intend to pursue graduate studies in these scientific disciplines and become candidates for the higher degrees; (b) to prepare students for entrance into approved schools of social work; and (c) to provide for the training of many students who have not definitely decided upon a career after graduation from college, but who are interested in social and economic problems and desire to do their major work in these fields, in order that they may be equipped to understand and to cope intelligently with the rapidly changing conditions in the society of which they are a part.

In addition to a number of required subjects, including Religion, Philosophy, Mathematics, English, History, Modern Language, and Natural Science, which provide the student with an indispensable foundation of a religious and moral training and the broad cultural background as well as coordination for future specialization, the candidate for the degree of B. S. in Social Science takes five courses in the Social Science field. In the sophomore year, a student must elect his major field in Economics, Government or Sociology.

### Groups of Courses

Hence, though there are only two academic degrees for which students are registered at the College, there are really eleven groups of courses offered by the College, each leading to a particular objective: (1) A.B. with Honors; (2) A.B. with Greek; (3) A.B. with Mathematics; (4) A.B. (of any group) with Pre-Medical Studies; (5) A.B. (of any group) with Pre-Legal Studies; (6) B.S. in Biology; (7) B.S. in Chemistry; (8) B.S. in Physics; (9) B.S. in Education; (10) B.S. in History; (11) B.S. in Social Sciences.

### Selection of Curriculum

Students from High School applying for admission to the College will be expected to signify not only which of the two general groups (A.B. or B.S.) it is their intention to enter, but also they will find it necessary to indicate which of the curricula within these two general groups they choose to follow.

Thus students registering for the Bachelor of Arts curriculum must choose whether or not they wish to take the Greek courses, and thus indicate whether or not they wish to attempt to qualify for the degree of Bachelor of Arts with Honors or for the degree of Bachelor of Arts without honors. From the number of those who elect to take the courses in Greek, those students who in the opinion of the Board of Admissions

are capable of outstanding work will be selected to form the class in the Honors Course. Since the College considers the curriculum including Greek as characteristic of its ideal in education, and looks upon the student who has successfully met the requirements of the Honors Course as the truest representative of its cultural tradition, it is expected that as many as possible will apply for enrollment in this course. Students who plan to study for the Priesthood, particularly in the local Diocesan Seminary, will be required to take the A.B. course including Greek.

Students who are registering for the Bachelor of Arts curriculum should also choose in as many cases as possible whether or not they wish to take the pre-medical studies. Those who plan to take the pre-legal studies need not indicate this fact until Junior year.

Students for the Bachelor of Science curriculum will be required to choose whether they wish to join the strictly scientific group, taking courses in either Biology, Chemistry or Physics, or whether they wish to join the group taking courses in Education, History or Social Sciences.

In some cases, this determination of the group which the applicant will enter, will be automatically made by comparing the Entrance Units which students offer from their High School with the requirements for each group. But in cases in which this comparison leaves the applicant free, he may choose any one of the groups which suits his purpose in coming to the College. In this very important choice, the applicant is expected to study this Bulletin and to consult with the Dean of Freshman Class or the Registrar of the College, who are prepared to interpret the prescriptions of the College, and to assist the applicant in making his choice. In any case in which the applicant has no definite and special reason for choosing one of the groups, he will be expected to follow the guidance of the College authorities, who will place him properly according to their judgment on his capabilities as shown by his record, and also in the light of his own preferences as expressed and explained to them.

### Prescribed Curriculum

With these exceptions, the College prescribes the details of the curriculum. Hence, once a student has registered for a particular degree, or once he has joined a particular group within that degree, he may not at will change to another. Certain few exceptions may be possible but these are granted only after consultation with the Dean of Studies and the Heads of Departments involved. Furthermore, with the exception of the Elective courses in Junior and Senior years mentioned above, all students must follow the prescriptions laid down by the College in detail for each group.



"Major" Study in Electives

Towards the end of the Sophomore year, every candidate for an A.B. degree must select, with the advice of his Faculty Adviser, one Elective Branch as a "Major" study or "field of concentration" to be followed during the last two years of his course. (The field of concentration is determined by candidates for the B.S. degree in electing their courses upon entering Freshman year.) In this decision, the main factor should be, not the student's desires, but his prospective vocation in life. It will be demanded of him, therefore, that he at this time settle upon some career, at least provisionally, and his group of Elective studies will be drawn up by the Faculty with this in view; thus, what is elective with the student is not so much his studies, especially in details, but his vocation.

A "Major" study comprises: (a) 18 semester hours of instruction either in the same subject or in subjects so closely related as to form a well unified field of study; (b) assigned reading or investigation in the designated subject; (c) before April 1st of the Senior Year, the student will be obliged to submit a thesis of approximately 3,000 words on some portion of his "Major" approved by the Head of the Department.

The main purpose of this "Major" study is to give unity to the Elective studies. In all cases it is plainly understood that whatever a student's "Major" may be, he is always obliged to follow the prescribed courses of Philosophy, Evidences and the one Science (Biology, Chemistry or Physics) in the Junior and Senior Years.

This arrangement of Elective studies will be so ordered that at the time of graduation, the student will be well equipped to continue with graduate studies in his chosen field.

The departments of study in which the "Major" or "field of concentration" is to be chosen are:

Biology	✕Government
Chemistry	✕History
✕Classics	Pre-Legal Studies
✕Economics	Mathematics
✕Education	Philosophy
✕English	Physics
✕German	Romance Languages
Business Studies	Social Studies



## BACHELOR OF ARTS

## GENERAL

(128 Credits required for graduation)

FRESHMAN YEAR	1st Sem.	2nd Sem.	Credits
English 1-2 .....	3 hrs.	3 hrs.	6
English 4 .....		2 hrs.	2
Latin 1-2 .....	4 hrs.	4 hrs.	6
Latin 3 .....	2 hrs.		2
Greek 1-2, or 5-6, or			
Mathematics 3-4 .....	3 hrs.	3 hrs.	6
History 1-2 .....	2 hrs.	2 hrs.	4
Religion 1-2 .....	2 hrs.	2 hrs.	2
Modern Language .....	3 hrs.	3 hrs.	6
	19 hrs.	19 hrs.	34

## SOPHOMORE YEAR

English 21-22 .....	3 hrs.	3 hrs.	6
English 23-24 .....	1 hr.	1 hr.	2
Latin 21-22 .....	4 hrs.	4 hrs.	6
Greek 21-22, or 23-24, or			
Mathematics 31-32 .....	3 hrs.	3 hrs.	6
History 21-22 .....	2 hrs.	2 hrs.	4
Religion 21-22 .....	2 hrs.	2 hrs.	4
Modern Language .....	3 hrs.	3 hrs.	6
	18 hrs.	18 hrs.	32

## JUNIOR YEAR

Philosophy 41-42-43-44 .....	6 hrs.	6 hrs.	12
Biology 41-42, or			
Chemistry 41-42, or			
Physics 41-42 .....	2 hrs., 1 lab.	2 hrs., 1 lab.	6
Religion 41-42 .....	2 hrs.	2 hrs.	2
Electives .....	6 hrs.	6 hrs.	12
	18 hrs.	18 hrs.	32

## SENIOR YEAR

Thesis in Major			
Philosophy 101-102-103-104 .....	4½ hrs.	4½ hrs.	8
Philosophy 105-106 .....	4½ hrs.	4½ hrs.	8
Religion 101-102 .....	2 hrs.	2 hrs.	8
Electives .....	6 hrs.	6 hrs.	12
	17 hrs.	17 hrs.	30

Total.....128 credits

**BACHELOR OF ARTS  
PRE-MEDICAL**  
(138 Credits required for graduation)

FRESHMAN YEAR	1st Sem.	2nd Sem.	Credits
English 1-2 .....	3 hrs.	3 hrs.	6
English 4 .....		2 hrs.	2
Latin 1-2 .....	4 hrs.	4 hrs.	6
Latin 3 .....	2 hrs.		2
Greek 1-2, or 5-6, or			
Mathematics 3-4 .....	3 hrs.	3 hrs.	6
History 1-2 .....	2 hrs.	2 hrs.	4
Religion 1-2 .....	2 hrs.	2 hrs.	2
Modern Language .....	3 hrs.	3 hrs.	6
	19 hrs.	19 hrs.	34

SOPHOMORE YEAR			
English 21-22 .....	3 hrs.	3 hrs.	6
English 23-24 .....	1 hr.	1 hr.	2
Latin 21-22 .....	4 hrs.	4 hrs.	6
Greek 21-22, or 23-24, or			
Mathematics 31-32 .....	3 hrs.	3 hrs.	6
Chemistry 11-12 .....	2 hrs., 2 lab.	2 hrs., 2 lab.	8
Religion 21-22 .....	2 hrs.	2 hrs.	2
Modern Language .....	3 hrs.	3 hrs.	6
	19 hrs.	19 hrs.	36

JUNIOR YEAR			
Philosophy 41-42-43-44 .....	6 hrs.	6 hrs.	12
Biology 31-32 .....	2 hrs., 2 lab.	2 hrs., 2 lab.	8
Chemistry 51-52 .....	3 hrs., 2 lab.	3 hrs., 2 lab.	8
Physics 43-44 .....	3 hrs., 1 lab.	3 hrs., 1 lab.	8
Religion 41-42 .....	2 hrs.	2 hrs.	2
	22 hrs.	22 hrs.	38

SENIOR YEAR			
Philosophy 101-102-103-104 .....	4½ hrs.	4½ hrs.	8
Philosophy 105-106 .....	4½ hrs.	4½ hrs.	8
Religion 101-102 .....	2 hrs.	2 hrs.	2
Biology 101-102 .....	2 hrs., 2 lab.	2 hrs., 2 lab.	8
Chemistry 63 .....	2 hrs., 2 lab.		4
Chemistry 141 (optional) .....		2 hrs., 2 lab.	4
	20 hrs.	18 hrs.	34
<i>Total Required</i> ..... 138 credits			

## BACHELOR OF ARTS

## PRE-LEGAL

(128 Credits required for graduation)

FRESHMAN YEAR	1st Sem.	2nd Sem.	Credits
English 1-2 .....	3 hrs.	3 hrs.	6
English 4 .....		2 hrs.	2
Latin 1-2 .....	4 hrs.	4 hrs.	6
Latin 3 .....	2 hrs.		2
Greek 1-2, or 5-6, or			
Mathematics 3-4 .....	3 hrs.	3 hrs.	6
History 1-2 .....	2 hrs.	2 hrs.	4
Religion 1-2 .....	2 hrs.	2 hrs.	2
Modern Language .....	3 hrs.	3 hrs.	6
	19 hrs.	19 hrs.	34
SOPHOMORE YEAR			
English 21-22 .....	3 hrs.	3 hrs.	6
English 23-24 .....	1 hr.	1 hr.	2
Latin 21-22 .....	4 hrs.	4 hrs.	6
Greek 21-22, or 23-24, or			
Mathematics 31-32 .....	3 hrs.	3 hrs.	6
History 21-22 .....	2 hrs.	2 hrs.	4
Religion 41-42 .....	2 hrs.	2 hrs.	2
Modern Language .....	3 hrs.	3 hrs.	6
	18 hrs.	18 hrs.	32
JUNIOR YEAR			
Philosophy 41-42-43-44 .....	6 hrs.	6 hrs.	12
Biology 41-42, or			
Chemistry 41-42, or			
Physics 41-42 .....	2 hrs., 1 lab.	2 hrs., 1 lab.	6
Religion 41-42 .....	2 hrs.	2 hrs.	2
Electives .....	6 hrs.	6 hrs.	12
	18 hrs.	18 hrs.	32
SENIOR YEAR			
Thesis in Major			
Philosophy 101-102-103-104 .....	4½ hrs.	4½ hrs.	8
Philosophy 105-106 .....	4½ hrs.	4½ hrs.	8
Religion 101-102 .....	2 hrs.	2 hrs.	2
Electives .....	6 hrs.	6 hrs.	12
	17 hrs.	17 hrs.	30
			<i>Total</i> .....128 credits

BACHELOR OF SCIENCE IN BIOLOGY

(133 Credits required for graduation)

FRESHMAN YEAR	1st Sem.	2nd Sem.	Credits
English 1-2 .....	3 hrs.	3 hrs.	6
Mathematics 3-4 .....	3 hrs.	3 hrs.	6
Physics 1-2 .....	3 hrs., 1 lab.	3 hrs., 1 lab.	8
Chemistry 11-12 .....	3 hrs., 2 lab.	3 hrs., 2 lab.	8
German 1-2, or 11-12 .....	3 hrs.	3 hrs.	6
Religion 1-2 .....	2 hrs.	2 hrs.	2
	<hr/> 20 hrs.	<hr/> 20 hrs.	<hr/> 36

SOPHOMORE YEAR

English 21-22 .....	3 hrs.	3 hrs.	6
Biology 31-32 .....	2 hrs., 2 lab.	2 hrs., 2 lab.	8
Chemistry 25-26 .....	2 hrs., 2 lab.	2 hrs., 2 lab.	8
Chemistry 23-24 .....	1 hr.	1 hr.	2
German 11-12, or 21-22 .....	3 hrs.	3 hrs.	6
Religion 21-22 .....	2 hrs.	2 hrs.	2
	<hr/> 17 hrs.	<hr/> 17 hrs.	<hr/> 32

JUNIOR YEAR

Philosophy 41-42-43-44 .....	6 hrs.	6 hrs.	12
Biology 51-52 .....	2 hrs., 2 lab.	2 hrs., 2 lab.	8
Chemistry 51-52 .....	3 hrs., 2 lab.	3 hrs., 2 lab.	8
Religion 41-42 .....	2 hrs.	2 hrs.	2
History 41-42 .....	2 hrs.	2 hrs.	4
	<hr/> 20 hrs.	<hr/> 20 hrs.	<hr/> 34

SENIOR YEAR

Thesis in Major .....			
Philosophy 101-102-103-104 .....	4½ hrs.	4½ hrs.	8
Philosophy 105-106 .....	4½ hrs.	4½ hrs.	8
Biology 101-102 .....	2 hrs., 2 lab.	2 hrs., 2 lab.	8
Biology 106 .....	2 hrs., 1 lab.		3
Chemistry 141 .....		2 hrs., 2 lab.	4
Religion 101-102 .....	2 hrs.	2 hrs.	2
	<hr/> 17 hrs.	<hr/> 18 hrs.	<hr/> 31

Total.....133 credits



## BACHELOR OF SCIENCE IN CHEMISTRY

(138 Credits required for graduation)

FRESHMAN YEAR	1st Sem.	2nd Sem.	Credits
English 1-2 .....	3 hrs.	3 hrs.	6
Mathematics 1-2 .....	3 hrs.	3 hrs.	6
Physics 1-2 .....	3 hrs., 1 lab.	3 hrs., 1 lab.	8
Chemistry 11-12 .....	3 hrs., 2 lab.	3 hrs., 2 lab.	8
German 1-2, or 11-12 .....	3 hrs.	3 hrs.	6
Religion 1-2 .....	2 hrs.	2 hrs.	2
	—	—	—
	20 hrs.	20 hrs.	36

## SOPHOMORE YEAR

English 21-22 .....	3 hrs.	3 hrs.	6
Mathematics 31-32 .....	3 hrs.	3 hrs.	6
Chemistry 21-22 .....	3 hrs., 3 lab.	3 hrs., 3 lab.	10
Biology 41-42 .....	2 hrs., 1 lab.	2 hrs., 1 lab.	6
German 11-12, or 21-22 .....	3 hrs.	3 hrs.	6
Religion 21-22 .....	2 hrs.	2 hrs.	2
	—	—	—
	20 hrs.	20 hrs.	36

## JUNIOR YEAR

Philosophy 41-42-43-44 .....	7 hrs.	7 hrs.	12
Chemistry 51-52 .....	3 hrs., 2 lab.	3 hrs., 2 lab.	8
Chemistry 121-122 .....	3 hrs., 1 lab.	3 hrs., 1 lab.	8
Religion 41-42 .....	2 hrs.	2 hrs.	2
History 41-42 .....	2 hrs.	2 hrs.	4
	—	—	—
	20 hrs.	20 hrs.	34

## SENIOR YEAR

Thesis in Major			
Philosophy 101-102-103-104 .....	4½ hrs.	4½ hrs.	8
Philosophy 105-106 .....	4½ hrs.	4½ hrs.	8
*Chemistry 121-122 .....	3 hrs., 1 lab.	3 hrs., 1 lab.	8
(To be dropped for Seniors, 1941)			
Chemistry 161 .....	1 hr., 2 lab.		3
Chemistry 141 .....		2 hrs., 2 lab.	4
Religion 101-102 .....	2 hrs.	2 hrs.	2
	—	—	—
	18 hrs.	19 hrs.	33

Total.....131 credits

\*Chemistry 121-122 will be replaced by Chemistry 111, in 1941.

BACHELOR OF SCIENCE IN PHYSICS

(144 Credits required for graduation)

FRESHMAN YEAR	1st Sem.	2nd Sem.	Credits
English 1-2 .....	3 hrs.	3 hrs.	6
Mathematics 1-2 .....	3 hrs.	3 hrs.	6
Physics 1-2 .....	3 hrs., 1 lab.	3 hrs., 1 lab.	8
Chemistry 11-12 .....	3 hrs., 2 lab.	3 hrs., 2 lab.	8
German 1-2, or 11-12 .....	3 hrs.	3 hrs.	6
Religion 1-2 .....	2 hrs.	2 hrs.	2
	<hr/>	<hr/>	<hr/>
	20 hrs.	20 hrs.	36

SOPHOMORE YEAR			
English 21-22 .....	3 hrs.	3 hrs.	6
Mathematics 31-32 .....	3 hrs.	3 hrs.	6
Physics 31-32 .....	3 hrs., 1 lab.	3 hrs., 1 lab.	8
Chemistry 25-26 .....	2 hrs., 2 lab.	2 hrs., 2 lab.	8
German 11-12, or 21-22 .....	3 hrs.	3 hrs.	6
Religion 21-22 .....	2 hrs.	2 hrs.	2
	<hr/>	<hr/>	<hr/>
	19 hrs.	19 hrs.	36

JUNIOR YEAR			
Philosophy 41-42-43-44 .....	7 hrs.	7 hrs.	12
Physics 111-122 .....	3 hrs., 1 lab.	3 hrs., 1 lab.	8
Physics 191-192 .....	2 hrs.	2 hrs.	4
Mathematics 141-142 .....	3 hrs.	3 hrs.	6
Religion 41-42 .....	2 hrs.	2 hrs.	2
History 41-42 .....	2 hrs.	2 hrs.	4
	<hr/>	<hr/>	<hr/>
	20 hrs.	20 hrs.	36

SENIOR YEAR			
Thesis in Major			
Philosophy 101-102-103-104 .....	4½ hrs.	4½ hrs.	8
Philosophy 105-106 .....	4½ hrs.	4½ hrs.	8
*Physics 31 .....	3 hrs., 1 lab.		
Physics 151-152 .....		3 hrs., 1 lab.	8
Physics 193-194 .....	2 hrs.	2 hrs.	4
Mathematics 143-151 .....	3 hrs.	3 hrs.	6
Religion 101-102 .....	2 hrs.	2 hrs.	2
	<hr/>	<hr/>	<hr/>
	21 hrs.	21 hrs.	36

Total ..... 144 credits

\*To be dropped for Seniors in 1941-1942.

## BACHELOR OF SCIENCE IN EDUCATION

(128 Credits Required for Graduation)

FRESHMAN YEAR	1st Sem.	2nd Sem.	Credits
English 1-2 .....	4 hrs.	4 hrs.	6
English 4 .....		2 hrs.	2
Mathematics 3-4 .....	3 hrs.	3 hrs.	6
Education 1-2 .....	3 hrs.	3 hrs.	6
History 1-2 .....	3 hrs.	3 hrs.	6
Religion 1-2 .....	2 hrs.	2 hrs.	2
Modern Language .....	3 hrs.	3 hrs.	6
	18 hrs.	20 hrs.	34
SOPHOMORE YEAR			
English 21-22 .....	4 hrs.	4 hrs.	6
English 25-26, or			
Mathematics 31-32 .....	3 hrs.	3 hrs.	6
Education 21-22 .....	3 hrs.	3 hrs.	6
History 21-22 .....	3 hrs.	3 hrs.	6
Religion 21-22 .....	2 hrs.	2 hrs.	2
Modern Language .....	3 hrs.	3 hrs.	6
	18 hrs.	18 hrs.	32
JUNIOR YEAR			
Philosophy 41-43-44 .....	3½ hrs.	7 hrs.	9
Biology 41-42, or			
Chemistry 41-42, or			
Physics 41-42 .....	2 hrs., 1 lab.	2 hrs., 1 lab.	6
Education 51-52 .....	3 hrs.	3 hrs.	6
Education 53 .....	3½ hrs.		3
Religion 41-42 .....	2 hrs.	2 hrs.	2
Elective .....	3 hrs.	3 hrs.	6
	18 hrs.	18 hrs.	32
SENIOR YEAR			
Thesis in Major			
Philosophy 101-104 .....	2½ hrs.	2½ hrs.	4
Philosophy 105 .....	5 hrs.		4
Education 101-141 .....	3 hrs.	3 hrs.	6
Education 103-104 .....	2½ hrs.	2½ hrs.	4
Education 105 .....		5 hrs.	4
Education 107-151 .....	3 hrs.	3 hrs.	6
Religion 101-102 .....	2 hrs.	2 hrs.	2
	18 hrs.	18 hrs.	30
		Total.....	128 credits



BACHELOR OF SCIENCE IN HISTORY  
(128 Credits Required for Graduation)

FRESHMAN YEAR	1st Sem.	2nd Sem.	Credits
English 1-2 .....	4 hrs.	4 hrs.	6
English 5-6 .....	3 hrs.	3 hrs.	6
Mathematics 3-4 .....	3 hrs.	3 hrs.	6
History 1-2 .....	3 hrs.	3 hrs.	6
Religion 1-2 .....	2 hrs.	2 hrs.	2
Modern Language .....	3 hrs.	3 hrs.	6
	<hr/>	<hr/>	<hr/>
	18 hrs.	18 hrs.	32

SOPHOMORE YEAR			
English 21-22 .....	4 hrs.	4 hrs.	8
English 25-26, or			
Mathematics 31-32 .....	3 hrs.	3 hrs.	6
History 21-22 .....	3 hrs.	3 hrs.	6
History 101-102 .....	3 hrs.	3 hrs.	6
Religion 21-22 .....	2 hrs.	2 hrs.	2
Modern Language .....	3 hrs.	3 hrs.	6
	<hr/>	<hr/>	<hr/>
	18 hrs.	18 hrs.	34

JUNIOR YEAR			
Philosophy 41-42-43-44 .....	7 hrs.	7 hrs.	12
Biology 41-42, or			
Chemistry 41-42, or			
Physics 41-42 .....	2 hrs., 1 lab.	2 hrs., 1 lab.	6
Religion 41-42 .....	2 hrs.	2 hrs.	6
Electives in the field of			
History .....	6 hrs.	6 hrs.	12
	<hr/>	<hr/>	<hr/>
	18 hrs.	18 hrs.	32

SENIOR YEAR			
Thesis in Major			
Philosophy 101-102-103-104 .....	4½ hrs.	4½ hrs.	8
Philosophy 105-106 .....	4½ hrs.	4½ hrs.	8
Religion 101-102 .....	2 hrs.	2 hrs.	2
History (elective) .....	3 hrs.	3 hrs.	6
Elective .....	3 hrs.	3 hrs.	6
	<hr/>	<hr/>	<hr/>
	17 hrs.	17 hrs.	30

Total..... 128 credits

**BACHELOR OF SCIENCE IN SOCIAL SCIENCES**  
(128 Credits Required for Graduation)

FRESHMAN YEAR	1st Sem.	2nd Sem.	Credits
English 1-2 .....	4 hrs.	4 hrs.	6
English 5-6 .....	3 hrs.	3 hrs.	6
Mathematics 1-2 .....	3 hrs.	3 hrs.	6
History 1-2 .....	3 hrs.	3 hrs.	6
Religion 1-2 .....	2 hrs.	2 hrs.	2
Modern Language .....	3 hrs.	3 hrs.	6
	<hr/> 18 hrs.	<hr/> 18 hrs.	<hr/> 32
SOPHOMORE YEAR			
English 21-22 .....	4 hrs.	4 hrs.	8
English 25-26, or			
Mathematics 31-32 .....	3 hrs.	3 hrs.	6
History 21-22 .....	3 hrs.	3 hrs.	6
Economics 31-32, or			
Government 31-32, or			
Sociology 31-32 .....	3 hrs.	3 hrs.	6
Religion 21-22 .....	2 hrs.	2 hrs.	2
Modern Language .....	3 hrs.	3 hrs.	6
	<hr/> 18 hrs.	<hr/> 18 hrs.	<hr/> 34
JUNIOR YEAR			
Philosophy 41-42-43-44 .....	7 hrs.	7 hrs.	12
Biology 41-42, or			
Chemistry 41-42, or			
Physics 41-42 .....	2 hrs., 1 lab.	2 hrs., 1 lab.	6
Religion 41-42 .....	2 hrs.	2 hrs.	2
*Electives .....	6 hrs.	6 hrs.	12
	<hr/> 18 hrs.	<hr/> 18 hrs.	<hr/> 32
SENIOR YEAR			
Thesis in Major			
Philosophy 101-102-103-104 .....	4½ hrs.	4½ hrs.	8
Philosophy 105-106 .....	4½ hrs.	4½ hrs.	8
Religion 101-102 .....	2 hrs.	2 hrs.	2
*Electives .....	6 hrs.	6 hrs.	12
	<hr/> 17 hrs.	<hr/> 17 hrs.	<hr/> 30

*Total.....128 credits*

\*Eighteen semester hours credit must be elected in the field of Economics, or Government, or Sociology.

## THE GRADUATE SCHOOL

### History and Organization

Boston College has, almost since its inception, conferred the degree of Master of Arts for graduate work of not less than one year in residence and on occasions for non-resident work of conspicuous merit. From time to time formal Graduate Courses of instruction leading to the Master's and Doctor's degrees have been established to meet the demands of individuals or groups seeking these higher degrees. The Graduate School in its present form, however, is the outcome of an arrangement made with the Department of Education of the City of Boston in 1920 to provide proper training for men desirous of entering the Boston school system. This arrangement was intended only as a temporary expedient to help relieve the scarcity of men teachers after the World War. It was discontinued in 1925, and the scope of Graduate School was extended so as to offer graduates of Boston College and similar institutions of men and women an opportunity to continue their education along specialized lines. The Graduate School is administered by the Graduate Board composed of the President of the College, Dean of the Graduate School, and one member from each department in which graduate degrees are given. All courses are given in the College Buildings, Chestnut Hill, Massachusetts.

### Admission

Admission to the Graduate School is granted to graduates in Arts, Philosophy, Science or Letters, of Colleges whose degrees are recognized by Boston College. Applicants must present satisfactory evidence of character and qualifications.

All inquiries concerning admission should be addressed to the Registrar. Applicants are advised to secure and file admission blanks as early as possible.

Upon admission to the Graduate School, every student is required to register at the office of the Registrar and to file evidence of graduation from an approved college, together with a record of his college work.

No student is definitely accepted as a candidate for a higher degree until his application has been accepted by the Graduate Board and his credentials have been filed in the office of the Registrar.

Students already enrolled in the School must register personally each year at the Registrar's Office, prior to the commencement of the school year.

### Registration

The days assigned for formal registration are Sept. 18 to Sept. 23. Personal interviews may be had with the Dean or with the Registrar at Boston College, Chestnut Hill, on days assigned for registration. During September the office of the School in the Tower Building, Boston College, will be open every day except Saturdays from 3:00 to 5:00 in the afternoon.

### Fees

Matriculation Fee: New Students .....	\$ 5.00
Old Students .....	1.00
Fee for each course per semester hour .....	10.00
Laboratory Fee by arrangement	
Library Fee	
Students taking 16 or more semester hours .....	10.00
Students taking 10-15 semester hours .....	7.50
Students taking 5-9 semester hours .....	5.00
Students taking less than 5 semester hours .....	1.00
Graduation Fee: For Master .....	15.00
For Doctor .....	25.00
Tuition for full-time students .....	200.00
Late or Special Examination .....	3.00
Late Registration .....	2.00

Fees are payable quarterly in advance.

### Information

For information about the Graduate School address the Registrar of the Graduate School, Boston College, Chestnut Hill, Massachusetts.



### General Regulations

The Graduate School accepts properly qualified candidates for the degree of Master of Arts, Master of Science, and Master of Education.

After admission to the Graduate School, the student must spend at least one full year in residence, pursuing the courses approved by the Dean and the student's adviser. Students who are engaged in outside work which reduces the time and thought they are able to give to study will be required to devote more than the minimum time to their study for the degree.

For the Master's degree, a student must secure a minimum of thirty semester hours of graduate credit in approved courses. To receive graduate credit, a grade of A or B (80-100) must be attained.

The candidate for a graduate degree must at the time of his matriculation, make choice of the department in which he wishes to do his principal or major work. In his choice of a department, the candidate is restricted to the fields of study in which he has had the necessary preparation in his college courses. In addition, the student must satisfy the special prerequisite requirements of his major department.

The entire program of studies which a student offers in fulfillment of the requirements for a degree must be satisfactorily completed within a period of six years from the date when he first registered. Should a candidate for any reason whatsoever fail to receive his degree within the time prescribed, all claim or right to continue working for the degree, or to have any or all of the work already accomplished credited in fulfillment of the requirements for the same degree, is ipso facto forfeited and annulled.

A very important part of the work for a degree is the Thesis on some subject in the field of the candidate's major work. An outline of the dissertation, with the written approval of the professor under whose direction it is to be done, must be furnished to the Dean before the first January of the scholastic year in which the degree is to be conferred. These outlines must be submitted on the forms supplied by the Graduate School office.

No Thesis will be accepted for a Master's degree which is confined to the mere compilation of facts derived from the writings of others, nor will merely literary combinations of such information be acceptable. The Thesis must show originality in the treatment of the subject chosen. This original treatment must give evidence that the writer of the Thesis is capable of opening a new field of investigation, or of offering such critical opinion that a real advance is made in the study of the subject treated.

In the preparation of the Thesis, the candidate must observe the regulations in regard to forms of citation, footnotes, and the like, as set forth in the mimeographed instructions prepared by the Board of Graduate Studies.

Each candidate must furnish two bound typewritten or printed copies of his Thesis to the College Library. These copies become the property of the College. The typewritten copies must be on paper of a uniform size of 8 inches by 10½ inches.

Written examinations in the different courses followed are required of the candidate on the completion of each course. A final, comprehensive, oral examination upon all work presented for the degree is also required.

Absence from more than fifteen percent of the lecture or seminar courses renders the candidate ineligible for credits for the course in question.

A student who withdraws from any course must notify the Dean immediately in writing of his withdrawal. Withdrawal from the course will become effective as of the date on which the Dean receives the notice.

In the case of absence from a scheduled examination, arrangements to take an examination in the course in question must be made through the Dean's office. A fee of three dollars (\$3.00) will be required for such special examination.

#### **The Degree of Master of Arts**

In addition to the requirements stated above for the Master's degree, the candidate for the Master of Arts degree must give proof that he possesses the reading knowledge of one modern foreign language.

Students are encouraged to earn all their graduate credits in one field. With the permission of the proper authorities students may earn from eight (8) to twelve (12) of the thirty semester hours in an additional integrated field.

#### **The Degree of Master of Science**

Candidates for the degree of Master of Science will be accepted in Chemistry and Physics.

In addition to the requirements stated above for the Master's degree, the candidate for the Master of Science degree must give proof that he possesses a reading knowledge of French or German. In the place of a Thesis, a research problem is required of each candidate. The solution of this problem, in essay or other suitable form, must receive the approval of the head of the department in which the degree is to be received.

#### **The Degree of Master of Education**

The degree of Master of Education is intended for teachers or prospective teachers whose undergraduate work has been in the field of Education rather than of Arts or Science.

The requirements for this degree have been stated above. A reading knowledge of a modern foreign language is not required of candidates for this degree. The thirty semester hours of credit should be earned in the field of Education. However, a candidate may, with the approval

of the Dean, offer a limited number of courses in the subject which he intends to teach. Candidates for this degree will be required to take courses in the following subjects: Psychology of Education, Philosophy of Education, Tests and Measurements. He will be required also to give evidence of a good general knowledge of the History of Education and the General Principles of Education. The remainder of his work will be planned in conference with the Head of the Department.

### SPECIFIC DESCRIPTION OF COURSES

**Offered in the College of Arts and Sciences and in the Graduate School**

The various courses of instruction offered in the College and Graduate School are listed in this section of the catalogue in alphabetical order according to departments. Courses offered in the professional schools of Social Work, Law, and Business and in the Evening Division of Arts and Sciences will be found in the special bulletins issued by these separate schools.

#### The System of Numbering Courses

The courses offered in the College and the Graduate School are numbered in accordance with a unified plan. To facilitate consultation the following points should be noted:

1. Courses numbered from 1 to 10 are for freshmen only.
2. Courses numbered from 11 to 20 are for freshmen and sophomores.
3. Courses numbered from 21 to 30 are for sophomores only.
4. Courses numbered from 31 to 40 are for sophomores and are also open to juniors and seniors.
5. Courses numbered from 41 to 50 are for juniors only.
6. Courses numbered from 51 to 100 are for juniors and seniors.
7. Courses numbered from 101 to 200 are for advanced undergraduates. Graduate students may be admitted to a limited number of these courses.
8. Courses numbered from 201 to 400 are for graduate students only. In rare cases undergraduates may take such courses by special permission of the Dean of the College.
9. Courses numbered below 101 do not grant credit towards any graduate degree.

### DEPARTMENT OF ACCOUNTING AND ECONOMICS

Professors: Rev. Raymond F. Cahill, S.J. (Chairman)

John J. Drummey.

Instructors: Frederick T. Bryan, Robert F. Buck, T. Laurence Phalan.



**ACCOUNTING****ACCOUNTING 41—Introduction to the Principles of Accounting.**

This course includes a study of bookkeeping, and the preparation of financial statements for sole proprietorships and corporations.

Three periods per week for one semester.

Three semester hours credit

Mr. Bryan.

**ACCOUNTING 42—Intermediate Accounting.**

This course presents an analysis of working sheets, adjustments and advanced problems in partnerships and corporations. A brief study in preparation of tax returns is also presented.

Three periods per week for one semester.

Three semester hours credit

Mr. Bryan.

**ACCOUNTING 103—Accounting Problems.**

This course continues the work of Accounting 41 and 42. It treats in greater detail subjects previously considered and covers various additional questions of accounting principle and method. The course is concerned primarily with accounting problems of the corporation.

Three periods per week for one semester.

Three semester hours credit

Professor Drummey.

**ACCOUNTING 104—Advanced Accounting.**

This course develops problems and methods which arise in connection with consolidations, mergers and holding companies. It proceeds to a study of partnership formation, operation and dissolution, and finally takes up a brief resume of special accounting problems arising in connection with general practise.

Three periods per week for one semester.

Three semester hours credit

Professor Drummey.

**ECONOMICS****ECONOMICS 31—Economic Organization.**

The lectures in this course discuss: factors of production; industrial stages; form of the business unit; large scale production and combination; the organization of transportation; the economic function of government; the laws of price; supply and demand; competitive prices; monopoly price. Study is also made of money; money and price; the value of money; the principles of banking; banking systems; the business cycle; foreign exchange.

Three periods per week for one semester.

Three semester hours credit

Professor Cahill, S.J.

Mr. Bryan and Mr. Buck.



**ECONOMICS 32—Business Organization.**

This course supplements Economics 31, and takes up such topics as: the economics of railroad transportation; government regulation of railroads; industrial monopoly and its control; the distribution of wealth; economic rent; the nature of interest; the general law of wages; profits; personal distribution; population; immigration; the economics of government; public finance; taxation; customs; tariff; problems of labor; unemployment; organized labor movement; reform of the economic system; profit sharing; socialism.

Three periods per week for one semester.

Three semester hours credit

Professor Cahill, S.J.

Mr. Bryan and Mr. Buck.

**ECONOMICS 103—Special Economic Questions.**

The importance and operation of the Stock Market is here studied. A study of practises as applied to recent years will show the significance and affect of the government regulation introduced through the Securities and Exchange Commission.

Three periods per week for one semester.

Three semester hours credit

Mr. Phalan.

**ECONOMICS 104—Special Economic Questions II.**

This course will deal with advanced problems of banking and finance. The policies of the Federal Reserve system in its regulation and control over the commercial banks will be analyzed, as will the centralized control banking systems of foreign countries.

Three periods per week for one semester.

Three semester hours credit

Mr. Phalan.

**ECONOMICS 105—Economic Geography.**

This course will undertake a brief review of physical geography followed by a consideration of human geography as affected by the physical environment.

The division of the world supplies of raw materials and the respective significance in world trade of each commodity will give the required background for a survey of the economic structure of the United States, particular stress being placed upon New England.

Three periods per week for one semester.

Three semester hours credit

Mr. Buck.

**ECONOMICS 106—Economic Geography II.**

This course is a continuation of Economics 105. A survey will be given of the world economic structure, taking in order (1) an economic survey of Europe; (2) Latin America; and (3) The Far East. Particular attention will be directed towards the importance of these economies in their relationship to the United States.

Three periods per week for one semester.

Three semester hours credit

Mr. Buck.

**ECONOMICS 107—Special Economic Questions III.**

This course will undertake a study of government fiscal policies and governmental policies towards the control of industrial monopolies. Reference will be made to the practices of not only the United States government but also to the practices of foreign governments. Incomes, expenditures, methods of taxations: these will be analyzed with regard to the problem of a balanced budget.

Three periods per week for one semester.

Three semester hours credit

Mr. Bryan.

**ECONOMICS 108—Special Economic Questions IV.**

This course treats of the problems arising from government activities in the field of public utilities with special emphasis upon the T. V. A. A detailed study of foreign trade policy and the problem of foreign exchange will be covered. Labor problems, their history and trend, will be reviewed. Special emphasis in this study will be placed upon the results and promises of Unionism.

Three periods per week for one semester.

Three semester hours credit

Mr. Bryan.

**ECONOMICS 109-110—Business and Government.**

A study of the various phases of government which bear upon business. Significant topics treated: theories of constitutional protection of business; some constitutional and legal concepts; business pressure groups; anti-trust laws; the control of unfair trade practises.

Three periods per week for two semesters.

Six semester hours credit

Mr. Buck.

## DEPARTMENT OF BIOLOGY

Professors: Rev. Francis J. Dore, S.J., (Chairman)

Rev. Evan S. Dubois, S.J.

Associate Professor: Leon M. Vincent.

Instructors: Rev. Stanislaus T. Gerry, S.J., Francis L. Maynard,  
Thomas I. Ryan.

The Biological courses are planned to enable students to obtain a knowledge of living things and of the elementary vital phenomena, as a part of their general education, and as a preparation for the study of Medicine or of Dentistry. The work of the Pre-Medical Students exceeds the entrance requirements of Medical Schools, and meets the demands of the Council on Education of the American Medical Association.

**BIOLOGY 31—General Biology and Botany.**

This course presents an introduction to the study of plant and animal life, the fundamentals of vital phenomena, the cell, its structure and reproduction. A brief systematic study of plants is given, covering their structure and physiology; also invertebrate animals, their form, structure, distribution and economic importance. Application of biological principles is made.

Two lectures and two laboratory periods per week for one semester.

Four semester hours credit

Professor Vincent, Mr. Ryan and Staff.

**BIOLOGY 32—Vertebrate Zoology.**

This course presents the classification and systematic study of representative Vertebrates; their characteristics; the gross anatomy of various organs; and the principles of general physiology are also given.

Two lectures and two laboratory periods per week for one semester.

Four semester hours credit

Professor Vincent, Mr. Ryan and Staff.

**BIOLOGY 41—Cultural Biology.**

The aim of this course is to give a biological background to philosophical, sociological and educational studies. It includes such important topics as properties of living organisms, the variety and relationships among living organisms, from the lowest to the most complex, in both plants and animals; the dynamics of living organisms, the laws of heredity.

*N. B. This course gives no credit for Medical or Scientific Schools.*

Two lectures and one laboratory period per week for one semester.

Six semester hours credit

Professor Dubois, S.J., Messrs. Gerry, S.J., Ryan and Staff.

**BIOLOGY 51-52—Physiology.**

This is a course in General Physiology, the dynamics of living matter. The course discusses the physico-chemical structure of living matter, its composition; digestion, secretion, enzymes, vitamins, excretion, the ductless glands, hormones, metabolism, circulation, sensation, reflexes and tropisms, excitation and inhibition. This course is designed for students taking the Pre-Medical studies. Prerequisite: Elementary Biology and Chemistry.

Two lectures and two laboratories per week for two semesters.

Eight semester hours credit

Mr. Maynard and Staff.

**BIOLOGY 101—Embryology.**

This is a course in the anatomy and physiology of reproduction, treating the origin of the individual and the developmental process from the zygote to the establishment of the principal structures.

Two lectures and two laboratory periods per week for one semester.

Four semester hours credit

Professor Dore, S.J., and Staff.

**BIOLOGY 102—Histology.**

This course takes up the various systems of mammalian anatomy as to structure and function; fundamental tissues; type of gland cells; bone and nerve cells, etc. The course also treats of the care of the body, and of the diverse opinions on the vital principle.

Two lectures and two laboratory periods per week for one semester.

Four semester hours credit

Professor Dore, S.J., and Staff.

Note: Courses marked Biology 31 and 32 satisfy the requirements for Medical and Dental Schools. Hence at least these two courses must be taken by all students who wish to qualify for these schools. These courses may be taken by such students either in their Junior or in their Senior Year. However, such students who wish to enter Medical or Dental Schools are advised by the Department of Biology to follow the complete course outlined above which furnishes a better preparation for the professional schools. In this case, the students, will take Biology 31 and 32 in their Junior Year, and in their Senior Year take Biology 101 and 102.

**BIOLOGY 103—Genetics.**

This course treats of the properties of protoplasm, reproduction, variation, mutation laws, and methods of Genetics.

Two lectures per week for one semester.

Two semester hours credit

Professor Dubois, S.J.



**BIOLOGY 106—Neurology.**

This is an introductory course, in which is given an account of the fundamental neurologic concepts and the gross and microscopic anatomy of the brain of the Vertebrates, with special reference to Man. Functional analysis of the nervous system is made, and a survey of the conduction pathways. Topics of interest to students in fields pertaining to Medicine, Psychology, Sociology, Education and Zoology are treated.

Two lectures and one laboratory period per week for one semester.

Three semester hours credit

Professor Dubois and Staff.

**BIOLOGY 107—Hygiene.**

This course is primarily concerned with personal health, but will also include certain aspects of community health and sanitation. The physiology of the various organs and systems of the body will be studied, especially as affected by habits of nutrition, exercise, rest, etc. The nature and causes of some of the more common diseases will be discussed, with emphasis on preventive measures.

Two lectures per week for one semester.

Two semester hours credit

Mr. Ryan.

**BIOLOGY 108—Bacteriology.**

This course gives an introductory study of the characteristics of bacteria; it also takes up laboratory methods of cultivation and staining.

Two lectures per week for one semester.

Two semester hours credit

Professor Dore, S.J.

(Not given in 1940-1941)

**BIOLOGY 109—Physiology.**

The subject matter of this course will be man's relation to his environment, both external and internal. The topics treated will include, the various physiological systems, vitamins, hormones, nutrition and man's relation to the rest of creation.

Two lectures per week; assigned reading for one semester.

Two semester hours credit

Professor Maynard, S.J.

**DEPARTMENT OF CHEMISTRY**

Professors: Rev. Albert F. McGuinn, S.J., (Chairman)  
David C. O'Donnell.

Assistant Professors: Rev. Anthony G. Carroll, S.J., Harold H. Fagan,  
Frederick J. Guerin, \*John K. Rouleau.

Assisting Fellows: James C. Cadigan, Robert H. Fredenburg, Francis X.  
Murphy, George F. Trefcer, John J. Ryan, Edward M.  
Greeley.

\* Absent on leave, 1940-1941.

**CHEMISTRY 11-12—Inorganic Chemistry.**

This course gives a survey of the field of Inorganic Chemistry, comprising a systematic study of the elements, their important compounds, and the laws and theories explaining chemical phenomena. Special emphasis is placed upon the relationship indicated by the periodic system, the electromotive series, and the electronic concept of matter.

Two lectures, one recitation and two laboratory periods per week for two semesters.

Eight semester hours credit

Professor Carroll, S.J., and Assistants.

**CHEMISTRY 21—Qualitative Analysis (Semi-Micro)**

This course includes a detailed treatment of ionic relationships and chemical equilibrium, as applied to solutions of electrolytes. The ordinary methods of separating and identifying the more common metallic and non-metallic ions in solution are followed in the lectures and in the laboratory, and each student analyzes several unknowns. The modern semi-micro technique is employed throughout the laboratory work.

Three lectures and three laboratory periods per week for one semester.

Five semester hours credit

Professor Fagan and Assistants.

**CHEMISTRY 22—Quantitative Analysis.**

The essential principles and standard methods of Quantitative Analysis are studied in this course. In the lectures the quantitative chemical relationships involved in analysis are illustrated by problem work, while the laboratory work aims at the acquisition of proper technique for precise analytical work, and mastery of typical analytical methods.

Three lectures and three laboratory periods per week for one semester.

Five semester hours credit

Professor Guerin and Assistants.

**CHEMISTRY 23-24—Stoichiometry.**

This course reviews the simpler physical and chemical laws, and by problem work, covers the numerical calculations ordinarily encountered in qualitative and quantitative analysis.

One lecture per week for two semesters.

Two semester hours credit

Professor Fagan.

**CHEMISTRY 25—Qualitative Analysis (Semi-Micro)**

This course is intended for those not majoring in Chemistry. It follows essentially the same matter and laboratory technique as described under Chemistry 21.

Two lectures and two laboratory periods per week for one semester.

Four semester hours credit

Professor Fagan and Assistants.

**CHEMISTRY 26—Quantitative Analysis.**

This course deals with the theory, methods, and technique of volumetric procedures in quantitative analysis.

Two lectures and two laboratory periods per week for one semester.

Four semester hours credit

Professor Guerin and Assistants.

**CHEMISTRY 41-42—General Chemistry.**

This is a cultural course in the fundamentals of chemistry, and is intended for students who are not majoring in science. The aim is to give the student a knowledge of the basic chemical concepts, facts and principles, which will enable him to understand better the world of chemical wonders in which he lives. The laboratory work is coordinated with the lectures, and serves as an introduction to the technique and precision of work in the exact sciences.

Two lectures and one laboratory period per week for two semesters.

Six semester hours credit

Professor Carroll, S.J., and Assistants.

**CHEMISTRY 51-52—Organic Chemistry.**

This is a comprehensive course studying in detail the compounds of carbon and the generalized methods of synthesis accepted by the more recent texts. Particular stress is placed upon the significance of structural formulae, the classification of properties, and group reactions. The laboratory work involves the preparation of substances by the more common methods of synthesis, a study of type reactions and of class properties.

Three lectures and two laboratory periods per week for two semesters.

Eight semester hours credit

Professor O'Donnell and Assistants.

**CHEMISTRY 63—Quantitative Analysis (pre-medical)**

This course covers the fundamental chemical laws, the main points of the theory of solutions of electrolytes as applied to volumetric analysis, and emphasizes the calculations involved in analytical work. In the laboratory, typical volumetric procedures are studied and the fundamental points of analytical technique are stressed.

Two lectures and two laboratory periods per week for one semester.

Four semester hours credit

Professor McGuinn, S.J., and Assistants.

**COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES****CHEMISTRY 111—Quantitative Analysis.**

This course will be a continuation of Chemistry 22, and will involve a study of more difficult analytical procedures and techniques.

Two lectures and two laboratory periods per week for one semester.

Four semester hours credit

Professor Guerin and Assistants.

(To be given in 1941)



**CHEMISTRY 121-122—Physical Chemistry.**

This course is a study of the fundamental principles involved in chemical phenomena, and of the various factors which modify chemical and physical change. Problem work exemplifying these principles from a quantitative viewpoint is an important feature of the course. The laboratory experiments are selected to illustrate the principles studied.

Three lectures and one laboratory period per week for two semesters.

Eight semester hours credit

Professor Guerin, S.J., and Assistants.

**CHEMISTRY 141—Biochemistry.**

This is an introductory course in biochemistry. It includes a detailed study of proteins, carbohydrates, and fats, the normal metabolism of these substances, and the composition and function of the body fluids. The laboratory work includes a study of certain biologically important substances, and examination of milk, blood, and urine according to modern methods of analysis.

Two lectures and two laboratory periods per week for one semester.

Four semester hours credit

Professor McGuinn, S.J., and Assistants.

**CHEMISTRY 161—Qualitative Organic Analysis.**

This is primarily a laboratory course for advanced students, dealing with systematic methods for the identification of organic compounds. The student analyzes a number of simple and mixed organic compounds.

One lecture and two laboratory periods per week for one semester.

Three semester hours credit

Professor O'Donnell and Assistants.

**COURSES FOR GRADUATE STUDENTS****CHEMISTRY 201-202—Advanced Inorganic Chemistry.**

This course will deal with the less common elements and their reactions, with emphasis on their industrial uses and applications. The laboratory work will consist in the preparation of compounds not dealt with in the undergraduate chemistry, necessitating the consultation and practical application of articles from the chemical journals.

Two lectures and one laboratory period per week for two semesters.

Six semester hours credit

Professor Guerin and Staff.

**CHEMISTRY 211—Advanced Quantitative Analysis.**

A discussion of the theory, technique, and special topics, including recent advances found in the current literature; laboratory work, including methods typical of procedures employed in ordinary commercial analyses.

One lecture and two laboratory periods per week for one semester.

Three semester hours credit

Professor Fagan and Staff.



**CHEMISTRY 221-222—Advanced Physical Chemistry.**

A more advanced treatment of the first and second laws of thermodynamics and their applications; uses of thermodynamic functions, and discussion of chemical equilibrium, kinetics of reactions, electro-chemistry and free energy calculations.

Three lectures and one laboratory period per week for two semesters.

Eight semester hours credit

Professor Rouleau and Staff.

(To be offered 1941-1942)

**CHEMISTRY 231-232—Metallurgy.**

This course is designed to cover the general metallurgy of iron, steel, and the common non-ferrous metals. It also includes a metallographic study of the more common metals and alloys and the application of the phase rule in interpreting the equilibrium diagrams of these metals.

Two lectures per week for two semesters.

Four semester hours credit

Professor Guerin.

(To be offered 1941-1942)

**CHEMISTRY 235-236—Chemical Engineering.**

A course of quantitative nature treating with the unit operations in chemical industry. The topics include flow of fluids, heat transmission, drying, humidification, filtration, extraction, crushing and grinding. Although the work emphasizes the mathematical relationships involved, sufficient descriptive matter is included to familiarize the student with modern practice in chemical engineering.

Two lectures per week for two semesters.

Four semester hours credit

Professor Rouleau.

**CHEMISTRY 251-252—Advanced Organic Chemistry.**

A further development with greater detail of the theories of organic chemistry, especially those of more recent origin; with the preparation of compounds which will serve as an introduction to research problems.

Two lectures and two laboratory periods per week for two semesters.

Eight semester hours credit

Professor O'Donnell and Staff.

**CHEMISTRY 261—Quantitative Organic Analysis.**

This is a course in ultimate organic analysis, using the microtechnique.

One lecture and two laboratory periods per week for one semester.

Three semester hours credit

Professor McGuinn, S.J., and Staff.

**CHEMISTRY 271—Colloid Chemistry.**

An introduction to the colloidal state of matter, embracing a consideration of the characteristics and behaviour of colloids, methods of preparation, and a description of natural colloids.

Two lectures and one laboratory period per week for two semesters.

Six semester hours credit

Professor Carroll, S.J., and Staff.

(To be offered 1941-1942)

**CHEMISTRY 281—Chemical Biography.**

This course will take up briefly the lives of chemists, foreign and American, who have made important contributions to the Science of Chemistry.

One lecture per week for two semesters.

Two semester hours credit

Professor O'Donnell.

(To be offered 1941-1942)

**CHEMISTRY 291—Seminar.**

Discussions dealing with advanced topics in different fields of Chemistry.

Two periods per month for two semesters.

Chemistry Faculty.

**DEPARTMENT OF CLASSICS**

Professors: Rev. W. Edmund FitzGerald, S.J., (Chairman)  
Eugene J. Feeley, Rev. Laurence F. Herne, S.J., Augustine  
L. Keefe, Rev. Stephen A. Mulcahy, S.J., John F. Norton,  
Rev. Thomas J. Quinn, S.J., Rev. Oswald A. Reinhalter, S.J.,  
Rev. Sidney J. Smith, S.J.

Assistant Professors: Joseph J. Maguire, Rev. Vincent de Paul O'Brien,  
S.J., Rev. Richard G. Shea, S.J.

Instructors: Rev. Thomas M. Lannon, S.J., Rev. Thomas W. O'Connor,  
S. J., Rev. Leo F. Quinlan, S.J.

**GREEK****GREEK 1-2—Elementary Greek.**

This course is designed for students who are beginning the study of Greek in college. An intensive study of the Greek grammars and suitable reading exercises will comprise the work to be done in this course. Vocabulary drill and composition work.

Three periods per week for two semesters.

Six semester hours credit

Professor Feeley.

**GREEK 5—Advanced Freshman Greek.**

At the beginning of this course Plato's *Apology* or the *Crito* is read. A finished translation and a study of the work as literature and as an exemplification of prose style will be stressed.

Selected parts of Homer's *Odyssey* will be translated with a view to an appreciation of Homer as an epic poet. Exercises in Greek composition will supplement the readings of this course.

Three periods per week for one semester.

Three semester hours credit

Professor Keefe and Reinhalter, S.J.

**GREEK 6—Advanced Freshman Greek II.**

This course continues the work of Greek 5 with a study of Greek historical works selected from the writings of Herodotus and Thucydides. It concludes with a study of Eurypides' *Alcestes* or *Hecuba* as examples of Greek drama. Exercises in Greek composition will supplement these readings.

Three periods per week for one semester.

Three semester hours credit

Professors Keefe and Reinhalter, S.J.

**GREEK 21—Greek Drama and Oratory**

This course presents a study of the historical evolution of the tragic drama of the Greeks from their religious festivals, and the modifications which were introduced by successive dramatists. The *Oedipus Tyrannus* of Sophocles is studied in detail.

The course concludes with a brief rhetorical study of Demosthenes' *First Philippic*, as a preparation for Greek 22.

Three periods per week for one semester.

Three semester hours credit

Professors V. O'Brien, S.J. and Quinn, S.J.

**GREEK 22—Greek Oratory.**

This course is a continuation of Greek 21. It presents a study of the *De Corona* of Demosthenes as exemplifying the principles of rhetorical composition explained in English 21 and 22. Demosthenes is discussed both as a statesman and an orator.

Three periods per week for one semester.

Three semester hours credit

Professors V. O'Brien, S.J. and Quinn, S.J.

**GREEK 23—Intermediate Greek.**

This course continues the work of Greek 1 and 2. Selections from Herodotus will be read and studied as examples of historical form and selections from Homer's *Odyssey* will be used as a study of the epic.

Three periods per week for one semester.

Three semester hours credit

Professors Feeley, Maguire and Reinhalter, S.J.

**GREEK 24—Intermediate Greek II.**

To continue the work of Greek 23, examples of two more literary forms are taken for translation and appreciation. A tragedy of Eurypides is studied to illustrate the full development of early dramatic principles and the peculiar structure of the Greek play. The course is terminated by analyzing according to rhetorical principles a speech of Demosthenes. For this purpose either the *First Philippic*, the *Second Philippic*, or the *De Corona* will be studied.

Three periods per week for one semester.

Three semester hours credit

Professors Feeley, Maguire and Reinhalter, S.J.

**COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES****GREEK 105-106—Greek Literary Criticism.**

A general study of the history of Greek critical thought, with special reference to Aristotle's *Poetics*, and *Rhetoric*, Demetrius' *On Style*, Dionysius' *On Literary Composition*, Longinus' *On the Sublime*. Consideration will be given to later development at Rome and to modern interpretation.

Three hours a week for two semesters.

Six semester hours credit

Professor Maguire

**GREEK 141-142—Homer's *Odyssey*.**

Translation of Homer's *Odyssey* together with a study of the historical background of the Homeric poems, their language and versification.

Three hours a week for two semesters.

Six semester hours credit

Professor Maguire

(Not offered 1940-1941)

**GREEK 143-144—Greek Lyric Poetry.**

A survey of the Greek Lyric Poetry from Hesiod to the Drama. A study of the origin, development and specification of this *genre* of Greek Literature as well as its influence on the literary forms of Rome. Special attention will be given to the interpretation of the Greek spirit and civilization expressed in this form.

Three hours a week for two semesters.

Six semester hours credit

Professor O'Brien, S.J.



**GREEK 145-146—Greek Literature in English Translations.**

This course offers for reading and study in good English translations selections from the *Iliad*, and the *Odyssey*; Herodotus, and Thucydides; representative dramas of Aeschylus, Sophocles, Euripides, and Aristophanes; the *Phaedo*, *Symposium*, *Phaedrus*, and parts of the *Republic* of Plato; selections from the *Ethics*, and *Politics* of Aristotle.

Three hours a week for two semesters.

Six semester hours credit

Professor Maguire.

(Not offered 1940-1941)

**GREEK 161-162—Greek Political Theory I.**

This course offers a careful study of Greek thought on government and education as expressed in the *Republic*, *Statesman*, and *Laws* of Plato.

Three hours a week for two semesters.

Six semester hours credit

Professor Maguire.

(Not offered 1940-1941)

**GREEK 163-164—Greek Political Theory II.**

This course offers a careful study of Greek thought on government and education as expressed in the *Ethics* and *Politics* of Aristotle, and the *Antidosis* and *Nicocles* of Isocrates.

Three hours a week for two semesters.

Six semester hours credit

Professor Maguire.

**LATIN****LATIN 1—Livy; Cicero; Horace.**

This course begins with a study of Livy, the scope and organization of his *Ab Urbe Condita*. Special attention is given to his narrative skill, and to his style as illustrating the transition from the Golden to the Silver Latin.

A general study of Cicero's letters with readings to illustrate the social, economic, and political trend of the times in which he lived.

The course is concluded with a study of the *Ars Poetica* of Horace as an informal expression of the author's literary and critical theory. The excellences and deficiencies of the epistle are given careful consideration.

Four periods per week for one semester.

Three semester hours credit

Professors O'Brien, S.J., Herne, S.J., Keefe, Norton and

Reinhalter, S.J., Mr. Quinlan, S.J.

**LATIN 2—Horace; Catullus.**

This course which is a continuation of Latin 1 begins with a study of *The Odes* of Horace according to his own prescriptions as set forth in the *Ars Poetica*. The student is shown the differences between the Lyric of Horace and the English Lyric by attempts to apply the principles studied in English 2.

The shorter poems of Catullus are then studied as expressions of the author's personality, as illustrations of a contrast with *The Odes* of Horace, and of a nearer approach to the ideal of the English Lyric.

The student is made familiar with the more important meters of both authors.

Four periods per week for one semester.

Three semester hours credit

Professors Bonn, S.J., Herne, S.J., Keefe, Norton and Reinhalter, S.J., Mr. Quinlan, S.J.

**LATIN 3—Latin Composition.**

The course in Latin Composition is designed to supplement Latin 1, to facilitate and render more profitable the reading of Latin authors. To this end written exercises will be done both in and out of class. The correction and discussion of these exercises will serve as a means of reviewing points of syntax and of acquiring familiarity with Latin style and idiom. Some of these exercises will be done in imitation of Cicero under the direction of instructors, or they will be selected from standard texts of Latin Composition, such as Bradley-Arnold.

Two periods per week for one semester.

Two semester hours credit

Professors Herne, S.J., Keefe and Reinhalter, S.J., Mr. Quinlan, S.J.

**LATIN 21—Horace; Juvenal; Cicero.**

This course comprises a study of selected *Satires* and *Epistles* of Horace, and selected *Satires* of Juvenal.

The origin and development of the Latin Satire, its influence on English Satirists, the distinctive traits of the authors themselves and their relative merits as exponents of Latin Poetry of the Golden and Silver Ages of Latin Literature will be discussed.

The second part of this program will be given over to a study of Cicero's oration, *De Imperio Pompei*. This speech is regarded primarily as a specimen of oratorical composition for the application of the precepts of oratory as explained in English 2, exercises in Latin Composition will supplement the work of this course.

Four periods per week for one semester.

Three semester hours credit

Professors O'Brien, S.J., Quinn, S.J., Shea, S.J., Smith, S.J., Mr. Quinlan, S.J.

**LATIN 22—Tacitus; Cicero.**

This course is a continuation of Latin 21. The *Agricola* of Tacitus, and selections from his *Annals* make up the subject-matter of the course. Tacitus as a spokesman of Roman life in the early Empire, as a stylist of Silver Latin are studied along with the Tacitean concept of history and biography.

In the second part of this course Cicero's oration, *Pro Milone* is studied. This speech receives much the same treatment as the *De Imperio Pompei* of Latin 21, though it is handled more thoroughly due to the progressive study of the precepts of oratory of English 22. Exercises in Latin Composition will supplement the work of this course.

Four periods per week for one semester.

Three semester hours credit

Professors O'Brien, S.J., Quinn, S.J., Shea, S.J., Smith, S.J.,  
Mr. Quinlan, S.J.

**COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES****LATIN 101-102—Survey of Latin Literature.**

This course offers a general view of Latin Literature, affording an opportunity for extensive reading and critical appreciation of representative Latin masterpieces from the earliest times to the end of the Silver Age.

Three hours a week for two semesters.

Six semester hours credit

Professor Shea, S.J.

(Not offered in 1940-1941)

**LATIN 151-152—Latin Philosophers and Philosophies of the Golden Age.**

This course offers a serious introduction to the philosophical background of Latin Literature as well as an analysis of the influence of post-Aristotelean philosophies at Rome. Selections for discussion will be drawn mainly from the writings of Lucretius and Cicero.

Three hours a week for two semesters.

Six semester hours credit

Professor Mulcahy, S.J.

**LATIN 155-156—Roman Religion.**

An introduction to the study of Roman Religion; early Roman Religion, the influence of Greek mythology and philosophy, the decline of Roman Religion, and its attempted revival under Augustus.

Two hours a week for two semesters.

Four semester hours credit

Professor W. E. FitzGerald, S.J.

(Not given 1940-1941)

**LATIN 161-162—Roman Social and Educational Theory.**

A study of the Greco-Roman ideal of society and the formation of the citizen toward that ideal. Selections will be taken from Cicero's *Orator*, *De Oratore*, and Quintilian's *Institutio Oratoria*, Book X.

Three hours a week for two semesters.

Six semester hours credit

Professor Shea, S.J.

**LATIN 171—Christian Latin Literature.**

A study of the Latin of the Liturgy, the *Hymns*, and *Sequences* of the Church, the Latin of the Mass and the Breviary.

Three hours a week for one semester.

Three semester hours credit

Professor Mulcahy, S.J.

(Not offered 1940-1941)

**LATIN 172—The Latin Fathers.**

An outline study of the Fathers with selections from the outstanding writers.

Three hours a week for one semester.

Three semester hours credit

Professor Mulcahy, S.J.

(Not offered 1940-1941)

**LATIN 191-192—Advanced Latin Composition.**

Practice in the distinction of various prose styles and original compositions in Latin.

Two hours a week for two semesters.

Four semester hours credit

(Not offered 1940-1941)

**COURSES FOR GRADUATE STUDENTS****LATIN 205-206—**

A study of the development of Roman Literary criticism from the earliest times to Quintilian.

**LATIN 235—Terence and Plautus.**

A study of the language and style of early Roman Comedy, its development and influence on Latin literature. An analysis will be made of the *Latinitas* of Terence.

Two periods per week for two semesters.

Four semester hours credit

Professor Mulcahy, S.J.

**LATIN 241—The Roman Epic.**

A study of the technique of the epic, its introduction into Roman Literature, its development and its influence.

Two periods per week for two semesters.

Four semester hours credit

Professor Mulcahy, S.J.



**LATIN 251—Cicero: Philosophical Essays.**

An essay to establish Cicero's personal philosophy in the light of his probable Greek sources and the philosophies current in Rome in the late Republic.

Two periods per week for two semesters.

Four semester hours credit

Professor W. E. FitzGerald, S.J.

**LATIN 255—Seneca: Letters and Moral Essays.**

The life and moral philosophy of the literary world under the Empire.

Two periods per week for two semesters.

Four semester hours credit

Professor W. E. FitzGerald, S.J.

**LATIN 261—Cicero: Correspondence.**

A study of Cicero's practical politics and political theory.

Two periods per week for two semesters.

Four semester hours credit

Professor Mulcahy, S.J.

**LATIN 292—Comparative Grammar of Latin and Greek.**

A classification of the Indo-European family of languages will be discussed. Phonology, the principal change of vowels and diphthongs in Greek and Latin will be stressed. Morphology, the derivation of Greek and Latin declensions and conjugations will be studied.

Two periods per week for two semesters.

Four semester hours credit

(To be offered in 1941-1942)

**LATIN 301—Seminar in Latin Studies.**

The design of the seminar is to afford an introduction to the methods, history, and problems of Classical Scholarship.

Two semester hours credit

Professor W. E. FitzGerald, S.J.

**DEPARTMENT OF EDUCATION**

Professors: Rev. John F. Doherty, S.J. (Acting Chairman)

Rev. Stephen A. Koen, S.J., Rev. Francis J. MacDonald, S.J.

Assistant Professors: John J. Convery, Rev. David R. Dunigan, S.J.,  
Wylma R. Kellar.

Instructor: Matthew P. Butler.

Assisting Lecturers: Helen F. Cummings, D. Leo Daley, Joseph F. Gould,  
Joseph A. Leary, Louis A. McCoy, Robert B. Masterson,  
John A. Sullivan, William A. Welch.

**EDUCATION 1—Orientation in Education.**

A preliminary survey of the field of educational theory and practice. This course deals specifically with the establishment of the viewpoints necessary for the correct understanding of the aims, means, methods and results of Education, and is designed as a preparation for the detailed study of the various educational courses offered.

Three periods per week for one semester.

Three semester hours credit

Mr. Convery.

**EDUCATION 2—History of Education.**

This course introduces the student to the educational movements from primitive times to the eve of the Reformation. It discusses Oriental, Greek and Roman Education; Early Christian and Monastic Education; Alcuin and Charlemagne's Revival of learning; Scholasticism and its influence; Medieval Universities; the Education of the Renaissance; the condition of Education on the eve of the Reformation.

Three periods per week for one semester.

Three semester hours credit

Mr. Convery.

**EDUCATION 21—History of Education II.**

A continuation of the History of Education from the Reformation to modern times. It treats of the Reformation and Catholic Counter-Reformation; Realism and Formal Education; Naturalism; the growth of modern educational theory; the Psychological, Sociological and Scientific Movements; the development of modern National Systems of Education; the growth of Public School Education in the United States; present-day tendencies in Education.

Three periods per week for one semester.

Three semester hours credit

Mr. Convery.

**EDUCATION 22—Principles of Education.**

This course treats of the fundamental principles involved in any sound system of education. The specific objective of the course is to formulate the principles which are founded in the laws governing the learning process, and to apply these principles to the material, moral and physical development of the modern child.

Three periods per week for one semester.

Three semester hours credit

Mr. Convery.

**EDUCATION 51—General Methods.**

This course offers a systematic treatment of the techniques covering every phase of classroom procedure. The course is designed to train the student in the principles of classroom methods and to furnish him with opportunities of testing principles in actual classroom situations.

Three periods per week for one semester.

Three semester hours credit

Professor McDonald, S.J., and Mr. Convery.

**EDUCATION 52—Character Education.**

This course aims at three distinctive objectives: (1) A scientific study of character from a sound moral point of view; (2) the establishment of principles determining the best possible method of training and development of character; (3) the investigation and evaluation of modern theories and practises in character education.

Three periods per week for one semester.

Three semester hours credit

Professor McDonald, S.J., and Mr. Convery.

**EDUCATION 53—Logic.**

This course includes the study of Logical and Moral Truth and Falsity in themselves and as found in the Judgment. The Mind is studied in relation to Truth, Ignorance, Doubt, Opinion. The Nature and Kinds of Certitude are discussed along with our cognitive faculties, external and internal. Various false systems of logic are refuted and objective evidence as the ultimate criterion of Truth is established.

Seven periods per week for one-half semester.

Three semester hours credit

(With the Department of Philosophy)

**COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES****Principles of Education****EDUCATION 101—Philosophy of Education.**

The course includes a discussion of the agencies of education, the social environment of the child, the major problems connected with curriculum, organization, administration and methods of teaching. The true aim of education is outlined and some of the more conspicuous among the false or inadequate aims of education are examined and criticized.

Three periods per week for one semester.

Three semester hours credit

Professor McDonald, S.J.

Two periods per week for one semester.

Two semester hours credit

Professor Doherty, S.J.



**EDUCATION 103—Advanced Empirical Psychology.**

This course offers a study of man's various permanent mental powers, known as the faculties of the human mind.

The empirical study of sensitive life in man; conscious and unconscious activities; the nature and properties of sensation; the external and internal sense perceptions; dreams, delusions and hallucinations. Modern theories of Descartes, Locke, Berkeley, Hume, Mill, Bain, Kant and Spencer on the external sense perception of the material world; the Scholastic doctrine. Sense appetency; bodily movement, involuntary and voluntary; modern theories on the origin of voluntary bodily movement; the Scholastic theory; pleasure and pain.

The empirical study of intellectual life in man; the cognoscitive faculty known as the intellect; the immaterial nature of the intellect; the relation of the intellect to the brain; the universal idea; the theories of Plato, Descartes, Spinoza. Leibnitz and Kant on the origin of the idea; Empiricism, Sensism, Positivism; the Scholastic theory on the origin of the idea. The immaterial appetitive faculty called the will; the freedom of the will.

Four and one-half periods per week for one-half semester.

Two semester hours credit

(With the Department of Philosophy)

**EDUCATION 104—Advanced Rational Psychology.**

A study of the human soul; its substantiality, simplicity, spirituality, individuality and immortality; refutation of false theories on the Ego advocated by Kant, Hume, Mill and James; the relation of man's soul to his body; refutation of various Monistic theories about the psychophysical activities of man; the creation of the human soul by God; refutation of Anthropologic Evolution.

Four and one-half periods per week for one-half semester.

Two semester hours credit

(With the Department of Philosophy)

**EDUCATION 105—Special Ethics.**

Man's duty to his creator; revelation, worship; Rationalism; Indifferentism.

Man's duty to himself; self-preservation, suicide.

Man's duty to his neighbor; direct and indirect killing; self-defence; lying; mental reservation.

Right of ownership; Communism and Socialism; modes of acquiring property; wills; contracts; capital and labor; trade unions; strikes.

Society in general; Domestic society; Divorce; Parental authority; Education of the child.

Civil Society; Nature, end and origin; false theories; functions of civil government; state education.

International Law; nature and justice of war; pacificism; arbitration.

Four and one-half periods per week for one semester.

Four semester hours credit

(With the Department of Philosophy)



**EDUCATION 107—Educational Sociology.**

Investigation of social problems from the educational viewpoint, group needs and adjustments.

Three periods a week for one semester.

Three semester hours credit

Professor MacDonald, S.J.

**EDUCATION 201—Comparative Philosophy of Education I.**

An investigation and evaluation of the educational theories of conspicuous philosophers and educators prior to the time of Rousseau. The sources of educational thought and the influence of philosophy on education.

One period per week for two semesters.

Two semester hours credit

Professor Doherty, S.J.

(Not offered 1939-1940)

**EDUCATION 203—Comparative Philosophy of Education II.**

An investigation and an evaluation of educational philosophies from Rousseau to modern times. The emergence and the development of a Philosophy of Education.

Two periods per week for two semesters.

Four semester hours credit

Professor Doherty, S.J.

**EDUCATION 207—Educational Sociology.**

Investigation of social problems from the educational viewpoint, group needs and adjustments.

Two periods per week for two semesters.

Four semester hours credit

Professor Kellar.

**EDUCATION 301—Seminar: Problems in Educational Philosophy.**

This course presents an opportunity to discuss:

The philosophical principles underlying any sane system of education, the attitude of some of the outstanding systems of thought, ancient and modern, with regard to education.

The value of modern tendencies of education in the light of philosophical principles.

The presentation and attempted solution from a philosophical point of view of some of the numerous problems touching curricula, equipment, organization, administration, and methods of teaching.

Two periods per week for two semesters.

Four semester hours credit

Professor Doherty, S.J.

### History of Education

#### EDUCATION 129—History of Education in the United States.

The schools of Colonial America. Modifying influences and the evolution of public organization and state control. The development of administrative forms, institutional types and practices and the progressive expansion and adjustment of American schools to new conditions.

Three periods per week for two semesters.

Six semester hours credit

Professor MacDonald, S.J.

#### EDUCATION 227—Survey of Educational Thought in Modern Times.

An examination and interpretation of educational theories in the modern period and an analysis of ensuing movements and processes in the schools. The background of contemporary thought; types and schools of educational philosophy; their essential characteristics and practical import; their present day influence, estimated worth and significance for future educational progress.

Two periods per week for two semesters.

Four semester hours credit

Professor Dunigan, S.J.

#### EDUCATION 230—History of Catholic Education in the United States.

Catholic mission schools of the Colonial period. Problems, development and practices in the early national period. The formulation of an educational policy and the subsequent growth of schools and the contributions of religious organizations to educational progress.

Two periods per week for one semester.

Two semester hours credit

Professor Dunigan, S.J.

(Not offered 1940-1941)

#### EDUCATION 235—History of Education in Massachusetts.

This course will discuss the origin and development of Public School Education in Massachusetts. Among the topics considered are: early schools and educational legislation; the decline of education in the eighteenth century together with its causes and implications; the Academy Movement and its influence on Public Education; the revival of education in the nineteenth century; Horace Mann and the State Board of Education; the growth of the Public School idea; the reorganization of the State Board of Education at the beginning of the twentieth century; the contributions of Massachusetts to the development of public education in the United States.

Two periods per week for two semesters.

Four semester hours credit

Professor Doherty, S.J.

**EDUCATION 237—Comparative Education.**

Secondary educational systems of Europe at the present day, especially those of England, France, and Germany will be examined and evaluated in the light of American theory and practice.

Two periods per week for one semester.

Two semester hours credit

Professor Dunigan, S.J.

**Educational Psychology, Measurements and Statistics****EDUCATION 141—Educational Psychology.**

I. A study of the subject to be educated—the influence of body and soul—the nature of sensitive and rational cogniscitive faculties—the dynamic forces in human nature — the management of instincts and emotions.

II. The application of the principles of Psychology to learning processes, to discipline and to character.

Three periods per week for one semester.

Three semester hours credit

Professor Koen, S.J.

Two periods per week for one semester.

Two semester hours credit

Professor Koen S.J.

**EDUCATION 149—Elementary Educational Statistics.**

An introductory course in the statistical procedures employed in educational problems and research.

Two periods per week for one semester.

Two semester hours credit

Professor Kellar.

**EDUCATION 151—Mental Tests and Measurements.**

Group and individual tests of mental ability, their administration and interpretation. The common sense of statistics, testing, marking, and grading, standard and new type tests.

One period per week for two semesters.

Two semester hours credit

Dr. Cummings.

Three periods per week for one semester.

Three semester hours credit

Professor MacDonald, S.J.

**EDUCATION 152—Achievement and Remedial Tests.**

A discussion of their administration and interpretation. Achievement tests in the following fields: English and Related Subjects, Mathematics, Social Studies, Foreign Language, Science, Health, Music and Art. Pupil Rating and Teacher Rating. The new type test and the uses of classroom tests will be considered.

One period per week for two semesters.

Two semester hours credit

Dr. Cummings.

**EDUCATION 153—Educational Tests and Measurements.**

The uses, administration and interpretation of educational achievement tests.

Two periods per week for one semester.

Two semester hours credit

Professor Kellar.

**EDUCATION 159—Psychometrics.**

An introduction to individual mental testing. Practical experience in giving tests. Survey of psychological methods of measuring human traits.

Two periods per week for one semester.

Two semester hours credit

Professor Kellar.

**EDUCATION 243—Experimental Educational Psychology.**

Nature and organization of traits, development, learning and retention.

Two periods per week for two semesters.

Four semester hours credit

Professor Kellar.

**EDUCATION 245—Psychology of Elementary School Subjects.**

The learning process and factors affecting achievement in Arithmetic, Writing, and the Social Studies.

Two periods per week for one semester.

Two semester hours credit

Professor Kellar.



**EDUCATION 246—Psychology of High School Subjects.**

The learning process and factors affecting achievement in Mathematics, Science and Language.

Two periods per week for one semester.

Two semester hours credit

Professor Kellar.

**EDUCATION 249—Advanced Educational Statistics.**

An advanced course in the theory of test construction and statistical evaluation. Prerequisite.—Educ. 149.

Two periods per week for one semester.

Two semester hours credit

Professor Kellar.

**School Administration, Supervision and Curriculum****EDUCATION 161—General School Administration and Organization.**

This course will present the principles governing the organization, conduct, and administration of elementary, junior and senior high schools, and special classes. The purpose and aim of each level will be critically examined; proper integration and articulation suggested; problems of the pupil and teacher analyzed. Relation and responsibility of the school system to the parent and the State.

One period per week for two semesters.

Two semester hours credit

Mr. Welch.

**EDUCATION 261—Junior High Administration.**

The organization of the Junior High School classes with critique of the curriculum, aims and content. The administration, function and method of accomplishment. Results of this movement. Type of student and problems peculiar to these grades.

One period per week for one semester.

One semester hour credit

Mr. Gould.

**EDUCATION 262—Senior High Administration.**

Discussion of the problems of administration in the Senior High School. The relation of the Headmaster to the faculty, students and the public. The course will take up the disciplinary problems encountered and suggest solutions. Consideration will be given to selecting the curriculum and arranging the schedule.

One period per week for one semester.

One semester hour credit

Mr. Masterson.

**EDUCATION 275—Educational Law in Massachusetts.**

A study of the legal aspects of public education, stressing Massachusetts's statute law. Legal origin of the Mass. Public School System, State control and requirements; Teachers; their appointment, dismissal and tenure; School attendance, discipline and control over pupils; Religious instruction; Transportation; Contracts of School Boards; Tort liability of School Boards, school officials and employees; School funds and pensions; Registers and reports required by law.

Two periods per week for two semesters.

Four semester hours credit

Mr. Sullivan.

**Methods and Techniques****EDUCATION 181—Class-Room Methods.**

To acquaint the teacher in training with educational organization, class-room management and procedure, stressing actual class-room practice and problems the young teacher must solve. For student teachers there will be, in addition to class work, fifty hours of observation with written reports, and seventy-five hours of supervised teaching in selected schools.

Two semester hours for class work.

Four semester hours for observation and practice.

Professor Doherty, S.J.

Mr. Butler.

**EDUCATION 183—Methods of Teaching English.**

This course offers during the first semester a survey of modern methods in the teaching of oral and written English on the intermediate and senior high school levels. The uses of creative and conventional techniques in composition, imitative exercises, methods of stimulating student interest and suggestions for theme correction will be considered following an examination of problems connected with remedial teaching of spelling, punctuation, vocabulary-building and grammar.

In the second semester, present day trends in the teaching of poetry, fiction, the essay and the drama in high school will be examined and discussed, and practical methods of applying these principles will be suggested.

Two periods per week for two semesters.

Four semester hours credit

Professor Dunigan, S.J.

**EDUCATION 187—Methods of Teaching History.**

This course will consider the newer materials, points of view, and class-room procedures in the teaching of history. Among others the following topics will be considered: curriculum trends, text-books, tests, and testing, maps and map-making, the unit-mastery method, unified and composite courses, laboratory and case methods.

One period per week for one semester.

Two semester hours credit

Mr. Daley.

**EDUCATION 189—Elementary Latin Methods.**

Elementary Latin. Aims and objectives of elementary Latin; the teaching of grammar, vocabulary, translation and conversation; specimen assignments and recitations; problem discussions.

One period per week for one semester.

Two semester hours credit

Professor Doherty, S.J.

**EDUCATION 191—Methods in Algebra.**

The College Board requirement in Elementary Algebra and Plane Trigonometry will be covered in content with methods for teaching each particular topic. Special demonstration lessons by members of the class. Discussions on testing, grading papers, home work, length of assignments, etc.

Two periods per week for two semesters.

Four semester hours credit

Mr. McCoy.

**EDUCATION 193—Geometry Methods.**

Plane Geometry complete and as much Solid Geometry as time will permit will be covered in content with methods of teaching theorems, exercises, construction, etc., and of tying up the facts of Geometry in usable form. Special demonstration lessons by members of the class. The course aims to give the young teacher experience, and the experienced teacher more confidence in his work.

Two periods per week for two semesters.

Four semester hours credit

Mr. McCoy.

**EDUCATION 195—Analytic Geometry Methods.**

This course interprets geometry in the light of algebra. The conic sections, polar coordinates and the transformation of coordinates will be discussed. The course aims to help the teacher teach intelligently and efficiently the graph work, now required for high school mathematics and science.

Two periods per week for two semesters.

Four semester hours credit

Mr. Leary.

**EDUCATION 197—History of Mathematics.**

This course will discuss interesting and fundamental aspects in the development of arithmetic, algebra and geometry. The material covered should serve to enrich the background of the mathematics teacher as well as to be adaptable for classroom use to stimulate interest in the subject.

Two periods per week for one semester.

Four semester hours credit

Mr. Leary.

**DEPARTMENT OF ENGLISH**

Professors: Rev. Terence L. Connolly, S.J., (Chairman, Graduate School)  
Rev. John A. O'Callaghan, S.J., (Chairman, College of Arts and Sciences)

Rev. Carol L. Bernhardt, S.J., Rev. George T. Eberle, S.J.,  
Rev. Thomas B. Feeney, S.J., John F. Norton, Rev. Sidney J. Smith, S.J.

Assistant Professors: Rev. John L. Bonn, S.J., Walter J. Gavin, G. F. Gage Grob, Rev. William J. Leonard, S.J., John Pick, Rev. Richard G. Shea, S.J.

Instructors: Rev. Thomas P. Donovan, S.J., Rev. Thomas M. Lannon, S.J.,  
Rev. Frederick L. Moriarty, S.J., Rev. Robert D. O'Brien, S.J.,  
Rev. Thomas M. O'Connor, S.J., Rev. Leo A. Quinlan, S.J.

Teaching Fellow: Daniel L. McCue.

*English O—A course in remedial English for students who may need special assistance in this subject.*

Professor O'Callaghan and Staff.

**ENGLISH 1-2—Freshman English.**

Prose Composition: A study of the principles of prose writing; the word, the sentence, the paragraph, unity, coherence, emphasis. The qualities of style: clearness, interest and force. Narration and description. The formal and informal essay.

Poetry and Versification: The nature and types of poetry. Principles of versification, poetic diction, the emotional and intellectual elements of poetry.

Three periods a week for two semesters.

Six semester hours credit

B. S. Education, History and Social Sciences.

Four periods a week for two semesters.

Six semester hours credit

Professors Bonn, S.J., Gavin, Leonard, S.J., and Norton.

Messrs. T. Lannon, S.J., and O'Brien, S.J.



**ENGLISH 4—History and Criticism of English Literature.**

The Age of Shakespeare. Nineteenth Century Essayists. The Age of Milton. The Romantic Movement. Victorian Poetry.

Two periods a week for one semester.

Two semester hours credit

Professors Bonn, S.J., and Norton. Messrs. C. Donovan, S.J., and McNulty, S.J.

**ENGLISH 5-6—The Survey of English Literature.**

A general survey of English Literature from its beginnings up to and including the time of Milton.

Three periods a week for two semesters.

Six semester hours credit

Professors Gavin and Grob.

**ENGLISH 21-22—English Oratory and Shakespeare.**

The theory and practise of oratorical composition. The qualities of oratorical style. Structure of the speech. Exposition, argument, persuasion, analysis and stylistic study of oratorical masterpieces.

Shakespeare: A study of selected tragedies of Shakespeare for their literary and dramatic value.

Three periods a week for two semesters.

Six semester hours credit

B. S. Education, History and Social Sciences.

Four periods per week for two semesters.

Eight semester hours credit

Professors Gavin, Feeney, S.J., O'Callaghan, S.J., Shea, S.J., and Smith, S.J. Messrs. T. Donovan, S.J., Lannon, S.J., Moriarty, S.J., O'Connor, S.J.,

**ENGLISH 23-24—History and Criticism of English Literature.**

The Age of Dryden. The Classical period. The English Novel. Victorian Prose. Twentieth Century.

One period a week for two semesters.

Two semesters hours credit

Professors Shea, S.J., and Smith, S.J. Messrs. Connolly, S.J., T. Donovan, S.J., J. Sullivan, S.J., and Murray, S.J.

**ENGLISH 25—English Literature of the Eighteenth Century.**

The neo-classicism of Pope; the rise of the periodical essay (Addison and Steele) DeFoe, Swift; the rise of the English novel; Johnson and his group; the drama; Goldsmith; Sheridan; diaries and letter-writers. The beginnings of romanticism.

Three periods a week for one semester.

Three semester hours credit

Professors Gavin and O'Callaghan, S.J.

**ENGLISH 26—English Literature of the Nineteenth Century.**

The general characteristics of the romantic movement; Wordsworth, Coleridge, Southey; the narrative poetry of Scott and the historical novel; the essayists Hazlitt, Lamb, Hunt, Landor, De Quincey; Shelley, Keats and Byron.

Three periods a week for one semester.

Three semester hours credit

Professors Gavin and O'Callaghan, S.J.

**COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES****ENGLISH 105-106—Introduction to Mediaeval Literature.**

This course is designed as an introduction to the literary, artistic, social and institutional backgrounds of the Middle Ages as they express themselves in English Literature. The course, primarily literary rather than linguistic, aims to develop an appreciation for the contribution of the Mediaeval World.

Three periods a week for two semesters.

Six semesters hours credit

Professor Pick.

**ENGLISH 121-122—Shakespeare.**

This course is a study of the biographical, literary, and theatrical backgrounds of Shakespeare's work with special concentration on selected plays representative of his dramatic technique and development.

Three periods a week for two semesters.

Six semesters hours credit

Professor Pick.

**ENGLISH 131—The Romantic Movement in English Poetry 1750-1850.**

This course will examine the works of the several poets who reveal the departure from the tradition established by Dryden and Pope. The development of new poetic interest and emphasis in the work of Young, Crabbe, Thomson, Gray, Collins, Macpherson, Percy, Chatterton, Burns, and Blake and the influence of these poets on later romantic poets will be studied.

Three periods a week for one semester.

Three semester hours credit

Professor Norton.

**ENGLISH 132—The Romantic Movement on English Poetry II.**

This course will continue the work of the preceding with an examination into the poetry of the later romantic poets who continue and extend the directions of their predecessors. The Poetry of Wordsworth, Coleridge, Southey, Shelley, Byron, Keats, Scott, Moore, and Landor will be critically examined in its relation to the life and thought of England and Europe.

Three periods a week for one semester.

Three semester hours credit

Professor Norton.

**ENGLISH 141-142—Victorian Prose.**

A critical survey of the development of Victorian tendencies in prose, including Carlyle, Newman, Arnold and the Novelists of the later nineteenth century.

Three periods a week for two semesters.

Six semester hours credit

Professor O'Callaghan, S.J.

**ENGLISH 151-152—American Literature.**

This course will present a survey of the most important figures in American literature from the beginnings through the first decade of the twentieth century. Special attention will be given to the dominant characteristics of the literary trends in the major sections of the country.

Three periods a week for two semesters.

Six semester hours credit

Professor Grob.

**ENGLISH 161-162—Contemporary American Literature.**

A critical and appreciative survey of the leading poets and prose writers from the nineteen-twenties. Robinson, Frost, Millay, Jeffers, Lewis, Hemingway and other leading prose writers will be considered.

Three periods a week for two semesters.

Six semester hours credit

Professor O'Callaghan, S.J.

**ENGLISH 163-164—Contemporary British Literature.**

A critical and appreciative survey of the outstanding poets and prose writers in Great Britain in the late nineteenth and early twentieth centuries.

Three periods a week for two semesters.

Six semester hours credit

Professor Leonard, S.J.

**ENGLISH 169-170—Modern Catholic Literature.**

Beginning with the Oxford Movement this course will review the works of selected Catholic writers, English, American and Irish. The aim of the course will be the aesthetic enjoyment of modern literature in which technical excellence and intensity of feeling are joined with authentic philosophical truth.

Three periods a week for two semesters.

Six semester hours credit

Professor Feeney, S.J.

**ENGLISH 171-172—The Historical Novel and Autobiographies.**

This course covers the period in European history from 1453 to 1789. The purpose is to test the historicity of the novels selected by parallel reading in autobiographies as constituting part of the source material which should be used by writers of historical novels. The course is so designed as to be adaptable to those majoring either in English or History.

Three periods a week for two semesters.

Six semester hours credit

Professor Bowen.

**ENGLISH 181-182—Creative Writing (prose.)**

The purpose of this course is to help students with more than ordinary ability to develop a distinctive literary style in writing prose.

Three periods a week for two semesters.

Six semester hours credit

Professor Eberle, S.J.

**ENGLISH 183-184—Fiction Craft.**

A study of the technique of fiction writing, for advanced students, treating in the first semester of the problems of interest, viewpoint, characterization, plotting, atmosphere, setting and background; in the second semester, of sources of plots, objective and subjective inspirational sources, and general thematic values. Students who take this course will be expected to read extensively from the manuals of fiction-craft, and to prepare an analytic outline of each reading assignment. Original composition-work will be expected.

Three periods a week for two semesters.

Six semester hours credit

Professor Bonn, S.J.

**ENGLISH 185-186—Verse Craft.**

A study of the forms of verse, and the general principles of versification, followed by an intensive analysis of various devices for obtaining poetic effects: rhythmic usages of time-length and pause; sonnet patterns; emotional and imaginative enlargement and contraction; active and



static effects. In the second semester a study of sources of poetic inspiration, individual metier, etc. Students who take this course will be expected to read extensively from the manuals of verse-craft and to prepare analytic reports on all readings. Short compositions in the varying forms of verse will be required every week.

Three hours a week for two semesters.

Six semester hours credit

Professor Bonn, S.J.

(Not offered 1940-1941)

#### ENGLISH 191-192—English Translations of Greek Literature.

This course offers for reading and study in good English translations from the *Iliad* and the *Odyssey*, Herodotus, and Thucydides; representative dramas of Aeschylus, Sophocles, Euripides, and Aristophanes; the *Phaedo*, *Symposium*, *Phaedrus*, and parts of the *Republic* of Plato; selections from the *Ethics* and *Politics* of Aristotle.

Three periods a week for two semesters.

Six semester hours credit

Professor Maguire.

(Not offered 1940-1941)

### COURSES FOR GRADUATE STUDENTS

#### ENGLISH 201—Anglo-Saxon.

This course embraces a study of the grammar of Anglo-Saxon with readings from representative literary works and selections.

Three periods per week for two semesters.

Six semester hours credit

Professor Grob.

#### ENGLISH 211—Chaucer.

A study of the works, the times, and the contemporaries of Chaucer. The aim of this course is to give the student a knowledge of the writings of Chaucer and of the literature of Chaucerian scholarship.

Two periods per week for two semesters.

Four semester hours credit

Professor Grob.

#### ENGLISH 225—English Prose: 1603-1727.

This course will include a survey of the most important prose writers including Bacon, Walton, Fuller, Dryden, Pepys, Defoe, Swift, Addison, and Steele. Special attention will be given to the development of various type of prose and to the rise of literary periodicals.

Two periods per week for two semesters.

Four semester hours credit

Professor Grob.

**ENGLISH 231—English Literature of the Eighteenth Century.**

This course will be devoted to a study of the literature of the eighteenth century and of the religious, social, and philosophical backgrounds of the period.

Two periods per week for two semesters.

Four semester hours credit

Professor Pick.

**ENGLISH 233—The Romantic Movement.**

This course will treat the nature of romanticism, trace the evolutionary progress of the English romantic movement, and offer a survey of the chief romantic writers. Considerable attention will be paid to the religious, social, and philosophical backgrounds of the period.

Two periods per week for two semesters.

Four semester hours credit

Professor Pick.

**ENGLISH 245—Francis Thompson.**

The complete poetry of Francis Thompson will be studied as an expression of Victorian tradition in style and content. A comparison will be made of Thompson's treatment of the themes of nature and love and their treatment according to the traditional Victorian mode. Students will be required to make use of the Boston College Collection of Thompsoniana for original research.

Two periods per week for two semesters.

Four semester hours credit

Professor Connolly, S.J.

**ENGLISH 247—Coventry Patmore.**

The complete works of Coventry Patmore will be studied in relation to the literary trend of the Victorian period. The gradual development of Patmore's aesthetic ideal will be traced in his writings. A comparative study of this ideal will be made with the ideals reflected in the aesthetic movement.

Two periods per week for two semesters.

Four semester hours credit

Professor Connolly, S.J.

(Not offered 1940-1941)

**ENGLISH 249—Gerard Manley Hopkins.**

This course offers an intensive study of the biographical, aesthetic, religious, and literary backgrounds of Gerard Manley Hopkins with special emphasis on the development of his thought and poetry.

One period per week for one semester.

Two semester hours credit

Professor Pick.

**ENGLISH 291—The Philosophy of Literature.**

A course in the aesthetic and critical principles of thematic letters; the psychology of literary inspiration and creation; a critical comparative study of ancient schools and modern tendencies.

Two periods per week for two semesters.

Four semester hours credit

Professor Bonn, S.J.

**ENGLISH 293—Life and Thought in English Poetry.**

Poetry as an expression of a Philosophy. Practical thought and philosophical reasoning. Poets as thinkers. The truth of poetry. Aesthetics and Asceticism.

Two periods per week for two semesters.

Four semester hours credit

Professor Bernhardt, S.J.

(Not offered 1940-1941)

**ENGLISH 311—Seminar in American Literature.**

This seminar will be devoted to a discussion of special topics. In 1939-1940 studies in early American literature will be emphasized.

Two periods per week for two semesters.

Four semester hours credit

Professor Grob.

**DEPARTMENT OF GAELIC STUDIES**

Professors: Rev. John E. Murphy, S.J., (Chairman)

Rev. Terence L. Connolly, S.J.

**GAELIC 1—Gaelic for Beginners.**

Elements of grammar; greetings, proverbs, short stories. This course aims to give a reading knowledge of the language and a basis for conversation in Gaelic. This course does not carry credit towards a master's degree.

Three periods per week for two semesters.

Six semester hours credit

Professor J. E. Murphy, S.J.

**GAELIC 101—Advanced Gaelic.**

Advanced grammar; idioms; translation into English; reading of modern Gaelic authors.

Two periods per week for two semesters.

Four semester hours credit

Professor J. E. Murphy, S.J.

**GAELIC 221—Ancient Gaelic Literature.**

The famous epic, *The Tain*, and its allied stories, *The Finn Saga*, *The Prime Stories of Ireland*, *The Voyages*, will be treated from the literary and historical side. The debt due to the monastic schools and Catholic inspiration will be stressed. No knowledge of Gaelic is required.

Two periods per week for two semesters.

Four semester hours credit

Professor J. E. Murphy, S.J.

**GAELIC 231—Gaelic Literature, 1000-1550.**

The religious writings of the Irish bards; the various translations into Irish from Continental Literature; lives of the Saints; bardic thought and content; such writers as reveal the highest development of the period. No knowledge of Gaelic is required.

Two periods per week for two semesters.

Four semester hours credit

Professor J. E. Murphy, S.J.

(To be offered 1941-1942)

**GAELIC 241—Gaelic Literature, 1580-1800.**

Prose and poetry of writers taken solely from Gaelic sources; lives of the writers, various types of poetry; decline of the bardic schools. Students interested in the present Gaelic language and literary revival will come to know the leading writers of the period from the battle of Kinsale to the virtual extinction of the Gaelic tongue. No knowledge of Gaelic is required.

Two periods per week for two semesters.

Four semester hours credit

Professor J. E. Murphy, S.J.

**GAELIC 251—Gaelic Literature, 1800-1940.**

The last of the song-writers in the old tradition; breakdown of the Irish language; rise of the Gaelic League; new writers of the last century; the recent development of Gaelic as a language and the writers and poets of the present day.

Two periods per week for two semesters.

Four semester hours credit

Professor J. E. Murphy, S.J.

(To be offered 1941-1942)

**GAELIC 253—Contemporary Irish Drama.**

A summary review of the Irish Dramatists who have written in the English Tradition; the development of the Ascendancy Tradition; the gradual transition to the Gaelic Tradition and the Irish Mode. A discussion of selected plays of dramatists representative of each period.

Two periods per week for two semesters.

Four semester hours credit

Professor Connolly, S.J.

(Not offered 1940-1941)



**GAELIC 255—Modern Irish Lyrics.**

The peculiar spirit and technique of Irish lyrics written in English will be studied. The gradual transition from the Celtic, English, and Ascendancy Tradition will be traced in the poetry of the foremost Irish lyricists.

Two periods per week for two semesters.

Four semester hours credit

Professor Connolly, S.J.

(To be offered 1940-1941.)

**DEPARTMENT OF GERMAN**

Professor: Paul A. Boulanger, (Chairman)

Assistant Professor: Erich N. Labouvie.

Teaching Fellow: Clarence R. Kynock.

**GERMAN****GERMAN 1-2—Elementary and Intermediate German.**

This course is intended for students who are beginning the study of German or those who have had only one year of German in Secondary School. The course is a fundamental course, aiming to give a reading knowledge of the language and includes study in pronunciation, a thorough and intensive training in grammar and composition, suitable reading exercises and exercise in simpler forms of conversation.

Three periods per week for two semesters.

Six semester hours credit

Professors Boulanger and Labouvie.

**GERMAN 11-12—Intermediate and Advanced German.**

This course consists of grammar and syntax; readings of historical and narrative prose and poetry.

Three periods per week for two semesters.

Six semester hours credit

Professors Boulanger and Labouvie.

Mr. Kynock.

**GERMAN 21-22—Advanced German.**

The purpose of this course is to provide the student with an advanced and refined knowledge of the German language. Selected works of outstanding contemporary authors will be read and special stress laid on correct conversation.

Three periods per week for two semesters.

Six semester hours credit

Profesor Boulanger.

**GERMAN 23-24—Scientific German.**

This course is intended for those students majoring in Science. It familiarizes the students with readings of scientific German texts of special interest to their field of study.

Three periods a week for two semesters.

Six semester hours credit

Professor Boulanger.

**Courses for Advanced Undergraduates****GERMAN 101-102—Survey of German Literature.**

This course offers a general view of German Literature dealing with the more important writers and literary movements.

Three periods per week for two semesters.

Six semester hours credit

Professor Labouvie.

(Not offered 1940-1941.)

**GERMAN 151—German Literature in the Nineteenth Century.**

This course offers a study of the Romantic movement in Germany and is intended for students who wish to Major in German. It deals with the poetry, the novel and the drama of this period.

Three periods per week for one semester.

Three semester hours credit

(Not offered 1940-1941.)

**GERMAN 152—German Literature in the Nineteenth Century II.**

This course continues the work of German 103 and deals with the Young German movement. It emphasizes journalism and the novels of young German authors.

Three periods per week for one semester.

Three semester hours credit

(Not offered 1940-1941.)

**GERMAN 153-154—The German Drama in the Nineteenth Century.**

This course is intended for those students who wish to major in German. It deals with the works of the dramatists of that period exclusive of "Faust". This course is elective for Juniors and Seniors.

Three periods per week for two semesters.

Six semester hours credit

Professor Boulanger.

**GERMAN 161-162—The Classical Era in German Literature.**

This course is intended for those students majoring in German. It consists of a study of the classical era in Germany, reading of selected works with a study of the literary tendencies of this period.

Three periods per week for two semesters.

Six semester hours credit

Professor Boulanger.

**GERMAN 171-172—Middle High German.**

This course offers a study of the Middle High German language and philology to those students who wish to major in German. It deals with the essentials of the Middle High German and readings of selected Middle High German texts.

Three periods per week for two semesters.  
Six semester hours credit  
Professor Labouvie.

**GERMAN 191-192—Advanced Composition and Conversation.**

This course is designed to give familiarity with German Syntax and idioms through practical exercises in written and oral composition. It is open only to students who have had two years of college German.

Three hours per week for two semesters.  
Six semester hours credit  
Professor Boulanger.

**DEPARTMENT OF HISTORY AND GOVERNMENT**

Professors: Rev. James L. Burke, S.J., (Chairman)  
Eduardo Azuola, Lee Bowen, Rev. James E. Coleran, S.J.,  
Harry M. Doyle, Rev. Martin P. Harney, S.J., Augustine L.  
Keefe, Rev. John F. X. Murphy, S.J.

Assistant Professor: Rev. Edward H. Finnegan, S.J.

Instructors: Robert F. Buck, Rev. Robert I. Burke, S.J., Thomas D.  
Mahoney, Henry C. Titus, Rev. Maurice F. Reidy, S.J., Rev.  
Edmond D. Walsh, S.J.

Teaching Fellow: Henry J. McMahon.

**HISTORY**

**HISTORY 1-2—Early European Civilization and the Middle Ages.**

This course is a survey of the Christian era from the introduction of Christianity to the inception of the Reformation.

Two periods per week for two semesters.  
Four semester hours credit  
B. S. Education, History, Social Sciences.  
Three periods per week for two semesters.  
Six semester hours credit  
Professor Harney, S.J.  
Messrs. Walsh, S.J., and Titus.

Text: Boak, Hyma, Slosson, "The Growth of European Civiliza-  
tion", Vol. 1, pp. 99-479.

**HISTORY 21-22—Modern European History, 1500-1939.**

This course continues the survey of European history from the Reformation to contemporary times.

Two periods per week for two semesters.

Four semester hours credit

B. S. Education, History, Social Sciences.

Three periods per week for two semesters.

Six semester hours credit

Professor Harney, S.J.

Messrs. Burke, S.J., and Reidy, S.J.

Text: Boak, Hyma, Slosson, "The Growth of European Civilization", Vol II, pp. 5-563.

**HISTORY 41-42—Mediaeval and Modern Civilization (Selected Topics)**

This course is intended for the students of the B. S. Chem., Phys., Biol., courses. Outstanding events of political, social and religious history, especially those bearing on the development of science and medicine will be considered in the lectures.

Two periods per week for two semesters.

Four semester hours credit

Professor Harney, S.J.

**Courses for Advanced Undergraduates and Graduates****HISTORY 101—Eastern Civilization and Greek History.**

This course treats of the cultural, political and social history of Egypt, Babylon, Persia, but especially of Greece down to the end of the Persian Wars.

Three periods per week for one semester.

Three semester hours credit

Professor Keefe.

**HISTORY 102—Greek History.**

This course treats of the history of Greece from the end of the Persian Wars to the Roman Conquest, with special emphasis on Athenian Culture.

Three periods per week for one semester.

Three semester hours credit

Professor Keefe.

**HISTORY 111-112—Cultural History of the Dark Ages.**

This course treats of the political history of Western and Eastern Europe from the founding of Constantinople to the emergence of Feudalism about the year 1000. The art, architecture, literature and



learning are all related to the political and economic organization of society.

Three periods per week for two semesters.

Six semester hours credit

Professor Bowen.

(Not offered 1940-1941.)

#### **HISTORY 113-114—Cultural History of the Middle Ages.**

This course treats of the art, architecture, literature of the Mediaeval Period, of the Guilds, the town life and the rural life of these times, and the spirit or genius of mediaeval peoples.

Three periods per week for two semesters.

Six semester hours credit

Professor Bowen.

(Not offered 1940-1941.)

#### **HISTORY 123-124—The Reformation in England under Henry VIII.**

A study of the origins of the English Reformation in the reign of Henry VIII.

Two periods per week for two semesters.

Four semester hours credit

Professor J. F. X. Murphy, S.J.

#### **HISTORY 141-142—Europe from 1815.**

This course traces the history of Europe from the Congress of Vienna down to the present time. Economic, Political, Social, and Cultural factors will be considered in their proper relations to the whole.

Three periods per week for two semesters.

Six semester hours credit

Mr. Mahoney.

#### **HISTORY 151-152—American History Survey I.**

This course treats of the period of discovery, exploration and colonization of the present United States, the American Revolution, the founding of the Republic, the War of 1812, the opening of the Mississippi Valley, the Industrial Revolution, and the Question of Slavery, down to 1850.

Three periods per week for two semesters.

Six semester hours credit

Professor Finnegan, S.J.

**HISTORY 153-154—American History Survey II.**

This course treats of the Civil War, the Reconstruction Period, the economic and social problems of the last part of the Nineteenth Century. The Spanish War, Imperialism, the social and economic problems of the Twentieth Century, the American participation in the World War, and the History of America to date.

Three periods per week for two semesters.

Six semester hours credit

Professor Finnegan, S.J.

(To be offered 1941-1942.)

**HISTORY 171-172—The Historical Novel and Autobiographies.**

This course covers the period in European history from 1453 to 1789. The purpose is to test the historicity of the novels selected by parallel reading in autobiographies as constituting part of the source material which should be used by writers of historical novels. The course is so designed as to be adaptable to those majoring either in English or History.

Three periods per week for two semesters.

Six semester hours credit

Professor Bowen.

**HISTORY 175-176—History and Appreciation of Architecture.**

In this course the history of architecture, with the ancillary arts will be traced from the earliest remains of the neolithic period through the creation of the Romanesque.

Three periods per week for two semesters.

Six semester hours credit

Professor Bowen.

(Not offered in 1940-1941.)

**HISTORY 177-178—History and Appreciation of Architecture II.**

This course begins with a study of the Gothic architecture of the thirteenth century and traces its decline through the fourteenth and fifteenth centuries. It will then consider the rise and development of Renaissance art with considerable emphasis being placed on painting and sculpture as well as the architecture. The course will conclude with a study of the Gothic revival and the development of modern architecture.

Three periods per week for two semesters.

Six semester hours credit

Professor Bowen.

(Not offered in 1940-1941.)

**HISTORY 181-182—Latin American History, I.**

The history and civilization of the Hispanic American countries; Columbus; the Conquest; Council of Indias; Vice Rois; Missionaries; Bolivar; San Martin. O'Higgins; Mexico; Buenos Aires; Central America and South American Countries.

Two periods per week for two semesters.

Four semester hours credit

**HISTORY 183-184—Latin American History, II.**

An interpretation of certain social, economic, and political aspects of Hispanic American history to enable the student to interpret sanely current events in Latin America.

Two periods per week for two semesters.

Four semester hours credit

Professor Azuola.

(Not offered 1940-1941.)

**HISTORY 199-200—Readings for Prerequisites.**

A reading of basic works in fields of history in which candidates are deficient. Reports are to be submitted and examinations taken. The number of credits given will depend on the judgment of the director.

Professor Burke, S.J.

**COURSES FOR GRADUATE STUDENTS****HISTORY 201-202—Science and Method of History.**

In this course the fundamental nature of history is examined and established, together with the principles of historical criticism that should actuate the student and writer. This course is prescribed for graduate students in the Department of History and must be taken by all who have not as yet fulfilled this requirement.

Two periods per week for two semesters.

Four semester hours credit

Professor Burke, S.J.

**HISTORY 207-208—Hebrew History, I.**

A study of the biblical and non-biblical data for the history of the Hebrew people from Abraham to the Exile. This course is recommended to students of modern history and to those minoring in History.

Two periods per week for two semesters.

Four semester hours credit

Professor Coleran, S.J.

**HISTORY 209-210—Hebrew History, II.**

A study of biblical and non-biblical data for the history of the Hebrew period from the Exile to the coming of Christ.

Two periods per week for two semesters.

Four semester hours credit

Professor Coleran, S.J.

(To be offered 1941-1942.)

**HISTORY 211-212—Christian Antiquity.**

A study of the Christian Church during the first five centuries.

Two periods per week for two semesters.

Four semester hours credit

Professor J. F. X. Murphy, S.J.

**HISTORY 247-248—Europe Since 1918.**

A study of the leading political, economic, and ideological problems that have appeared in post-war Europe.

Two periods per week for two semesters.

Four semester hours credit

Mr. Mahoney.

**HISTORY 251-252—American Diplomatic History, I.**

A study of the foreign relations of the United States down to the Civil War.

Two periods per week for two semesters.

Four semester hours credit

Mr. Mahoney.

**HISTORY 255-256—Colonial History of the United States.**

A study of the American settlements from their earliest colonization down to the preliminaries of the American Revolution.

Two periods per week for two semesters.

Four semester hours credit

Professor Finnegan, S.J.

**HISTORY 257-258—The American Revolution and its Aftermath.**

A study from the background of the American Revolution through the critical era down to the end of the Federalist party rule.

Two periods per week for two semesters.

Four semester hours credit

Professor Finnegan, S.J.

**HISTORY 299-300—Readings.**

A study of source material and authoritative secondary material for a deeper knowledge of some period previously studied. The number of credits will depend on reports and examinations.

Professor Burke, S.J.



**HISTORY 301—Seminar in American History.**

The period for study of the source, secondary and bibliographical material will be the Critical Era of American History.

Two semester hours credit  
Professor Burke, S.J.

**GOVERNMENT****GOVERNMENT 31-32—The Fundamentals of Political Science.**

This course is an analytical and comparative study of modern governmental systems. An intensive study is made of how the leading states of the world are dealing with the problem of government, and the fundamental principles which underlie the structural character of the different governments. Some of the more important subjects studied are: the nature of the state; the functions of the state and the jurisdiction of government; the types of government; constitutions; the branches of government; and problems of administration and political leadership.

Three periods per week for two semesters.  
Six semester hours credit  
Professor Doyle.

**COURSES FOR ADVANCED UNDERGRADUATES  
AND GRADUATES****GOVERNMENT 101-102—American National Government.**

In this course a study is made of the structural and functional aspects of government within the United States. The fundamental topics considered are Historical Backgrounds of American Government; the structure of government and its legal bases; the general internal organization of government; and relations of the various governmental units.

Three periods per week for two semesters.  
Six semester hours credit  
Professor Doyle.

**GOVERNMENT 103—State Government in the United States.**

In this course a study is made of those aspects of state government which are of the greatest importance at the present time. The organization of the course will emphasize and analyze the following topics: The Union and the States, the original principles of the various state governments, the reformation of state government, the state legislature, state administration, the state judiciary, direct legislation by the electorate, and recent trends in state and local government.

Three periods per week for one semester.  
Three semester hours credit  
(Not given 1940-1941.)

**GOVERNMENT 104—Municipal Government.**

In this course an intensive study will be made of the present-day methods and problems of administration in the cities of the United States. The following topics will be studied: Administration and Practical Politics; administrative principles and problems; the merit system; nominations and elections; municipal revenues; budget making and appropriations; principles of city growth; crime and correction; school administration; health administration; and municipal ownership.

Three periods per week for one semester.

Three semester hours credit

(Not given 1940-1941.)

**GOVERNMENT 105-106—Public Administration.**

A study of the work of government to carry into effect the will of the people expressed in law. Important topics considered: the nature of public administration; the new public administration; evolution of governmental organization; financial administration, budgeting, purchasing, accounting; personnel administration; administrative law, administrative legislation and adjudication; government reporting; services of government to the public.

Three periods per week for two semesters.

Six semester hours credit

(Not given 1940-1941.)

**GOVERNMENT 107-108—Business and Government.**

A study of the various phases of government which bear upon business. Significant topics treated: theories of constitutional protection of business; some constitutional and legal concepts; business pressure groups; anti-trust laws; the control of unfair trade practises.

Three periods per week for two semesters.

Six semester hours credit

Mr. Buck.

**GOVERNMENT 111-112—American Constitutional History.**

A study of the chief events and personages shaping the development of the American Constitutional System.

Two periods per week for two semesters.

Four semester hours credit

Professor Doyle.

(Not offered 1940-1941.)

**GOVERNMENT 113-114—American Constitutional Law.**

This course presents a study of the fundamental principles of the Constitution of the United States as developed in the judicial decisions of the Federal Courts.

Three periods per week for two semesters.

Six semester hours credit

Professor Doyle.

**GOVERNMENT 115-116—American Political Parties.**

This course treats of the history of the various political parties in the United States from the beginning down to the present.

One period per week for two semesters.

Two semester hours credit

Professor Finnegan, S.J.

(Not offered 1940-1941.)

**GOVERNMENT 121-122—European Governments Since 1918.**

This course comprises a study of the principal European Governments. Emphasis is placed mainly upon governmental processes and functions but consideration is also given to the structure of government in the major European States. The chief countries studied are England, France, Germany, Italy, Russia and Japan.

Three periods per week for two semesters.

Six semester hours credit

Mr. Mahoney.

**GOVERNMENT 141-142—Origins of Representative Government.**

A study of the development of sound political philosophy and free political institutions.

Two periods per week for two semesters.

Four semester hours credit

Professor J. F. X. Murphy, S.J.

**COURSES FOR GRADUATE STUDENTS****GOVERNMENT 201-202—Problems of American National Governments.**

A study of capital administrative and legislative problems of American National Government.

Two periods per week for two semesters.

Four semester hours credit

Professor Doyle.

**GOVERNMENT 213-214—Problems of American Constitutional Law.**

A study of current developments and trends in federal jurisprudence.

Two periods per week for two semesters.

Four semester hours credit

Professor Burke, S.J.

**GOVERNMENT 299-300—Readings.**

A study of source material and authoritative secondary material for a deeper knowledge of some problem previously studied. The number of credits will depend on reports and examinations.

Professor Burke, S.J.

**GOVERNMENT 301-302—Seminar in American Government.**

The problem for investigation will be the adoption and early history of the fourteenth amendment.

Two semester hours credit

Professor Burke, S.J.

**DEPARTMENT OF MATHEMATICS**

Professors: Rev. George A. O'Donnell, S.J., (Chairman)

Harold A. Zager.

Assistant Professors: Rev. John F. Caulfield, S.J., Rene J. Marcou.

Instructor: Nazzareno Cedrone.

Teaching Fellow: Henry L. Valade.

**MATHEMATICS 1-2—Fundamentals of College Mathematics.**

The essentials of college Algebra, Trigonometry and Analytic Geometry, together with an introduction to Differential and Integral Calculus.

Three periods per week for two semesters.

Six semester hours credit

Professors Caulfield S.J., and Zager; Mr. Cedrone.

**MATHEMATICS 3-4—Freshman Mathematics.**

After a review of Elementary Algebra, this course will treat college Algebra, Trigonometry and Analytic Geometry.

Three periods per week for two semesters.

Six semester hours credit

Professors Caulfield, S.J., and Zager; Messrs. Cedrone and Valade.

**MATHEMATICS 31-32—Calculus.**

This is a first course comprising the definition, differentiation and integration of the elementary functions, with applications to geometry and physics. The course includes and unifies the essentials of what is ordinarily given under the separate heads of College Algebra, Logarithms, Trigonometry, Analytic Geometry and Elementary Calculus.

Three periods per week for two semesters.

Six semester hours credit

Professors Caulfield, S.J., Mr. Marcou, and Mr. Cedrone.

**COURSES FOR ADVANCED UNDERGRADUATES  
AND GRADUATES****MATHEMATICS 131—Analytic Geometry of Space.**

Lines; surfaces; transformations of coordinates; general equation of the second degree; quadric surfaces and their properties.

Three periods per week for one semester.

Three semester hours credit

Professor Zager.



**MATHEMATICS 132—Synthetic Projective Geometry.**

Principle of duality; Desnargnes' theory and applications; cross ratio; conics and their polar equations.

Three periods per week for one semester.

Three semester hours credit

Professor Zager.

**MATHEMATICS 141—Differential Equations.**

The study and solution of equations of the first and second order; integration by series; applications to Chemistry and Physics.

Three periods per week for one semester.

Three semester hours credit

Professor Zager.

**MATHEMATICS 142—Advanced Calculus.**

A more precise definition of function, derivative, continuity, etc., is given. The course also treats: power series, partial differentials, implicit functions, curvilinear coordinates, the definite integral, line, surface, and space integrals, ordinary and partial differential equations, Gamma and Beta functions and the calculus of variations.

Three periods per week for one semester.

Three semester hours credit

Professor Marcou.

**MATHEMATICS 143—Partial Differential Equations of Physics.**

The general methods for the solution of the differential equations of Poisson, Paplace, and the Wave equation for applications in Physics; the generalized (Curvilinear) coordinate transformation theory; Fourier's heat conduction equation; Fourier's series; Bessel's functions; Legendre's polynomials; orthogonal function theory.

Three periods per week for one semester.

Three semester hours credit

Professor Marcou.

**MATHEMATICS 151—Vector Analysis.**

Fundamental operations; the calculus of vectors; the operator Del; the theorems of Green, Stokes and Gauss.

Three periods per week for one semester.

Three semester hours credit

Professor Marcou.

**MATHEMATICS 161—Pure Mathematics.**

An introduction to the fields of Mathematics Analysis in which the following topics are treated; real and complex number system, point sets, limits, continuity, series, derivative, integral, exponential and circular functions of a real and complex variable.

Three periods per week for two semesters.

Six semester hours credit

Professor Marcou.

**MATHEMATICS 163—Theory of Infinite Processes.**

The elements of the theory of infinite processes: sequences, series, and products.

Two periods per week for two semesters.

Four semester hours credit

Professor O'Donnell, S.J.

**MATHEMATICS 181—Finite Groups.**

An introduction to the study of finite groups, together with applications of this theory to Algebra and Geometry.

Two periods per week for two semesters.

Four semester hours credit

Professor Zager.

**COURSES FOR GRADUATE STUDENTS****MATHEMATICS 231—Differential Geometry.**

A study of the differential geometry of curves and surfaces in ordinary space. Differential invariants. Frenet's formulae.

Three periods per week for two semesters.

Six semester hours credit

Professor Marcou.

**MATHEMATICS 233—Vectorial Geometry.**

A study of the fundamental concepts of linear geometry and metric geometry, of the metrical properties of surfaces and curves, of differential invariants of vector fields, and an introduction to tensor analysis.

Three periods per week for two semesters.

Six semester hours credit

Professor Marcou.

**MATHEMATICS 245—Integral Equations.**

The classical theory of linear integral equations as developed by Volterra, Fredholm and Hilbert will be presented together with applications to mathematical physics.

Three periods per week for one semester.

Three semester hours credit

**MATHEMATICS 249—Calculus of Variations.**

The maximum and minimum properties of functions, curves, and surfaces; applications to problems of Geometry and Physics.

Two periods per week for two semesters.

Four semester hours credit

Professor Marcou.

**MATHEMATICS 261—Theory of Functions of a Complex Variable.**

The following topics will be treated; complex number system; limits; continuity; differentiation and integration; transformations; series; residues; multiple-valued functions and Riemann Surfaces.

Three periods per week for two semesters.

Six semester hours credit

Professor O'Donnell, S.J.

**MATHEMATICS 263—Theory of Functions of a Real Variable.**

The presentation and formulation of the concepts of infinitesimal analysis more precise than the intuitive treatment in elementary calculus. The topics considered are: real numbers; point sets; limits of sequences and functions; continuity; properties of differentials; theory of Reimann, Stieltjes and Lebesgue integration.

Three periods per week for one semester.

Six semester hours credit

Professor O'Donnell, S.J.

**MATHEMATICS 265—Elliptic Functions.**

The periodicity of simple periodic functions; double periodic functions; general theory of Weierstrassian function.

Three periods per week for one semester.

Three semester hours credit

Professor O'Donnell, S.J.

**MATHEMATICS 301—Seminar.**

Topics for discussion of interest to the students are chosen. Time and credit to be arranged.

Professor Marcou.

**MUSIC**

Instructor: Mr. Theodore E. Marier.

**MUSIC 101-102—A Survey of Music.**

The purpose of this course is to acquaint the general student with the history of the progress of music technique and with those factors which contribute to a fuller understanding and greater enjoyment of music.

There are no musical prerequisite of a technical nature to this course. It is given primarily for the student who keenly desires a systematized approach to the world of music and to those who will require such a general background for concentration in music.

Three periods per week for two semesters.

Six semester hours credit

Mr. Marier.

**MUSIC 103—History of Choral Music.**

This course is offered for the student who wishes to continue more minutely his study of music history in the field of choral music from the middle ages to the present day. Sacred and secular music is reviewed with particular emphasis on Chant, Sacred Polyphony, the Madrigal, Folk Song, the rise and progress of Opera, the Solo Song, the Cantata, the Oratorio, and the twentieth century idiom as found in the vocal works of Berg, Strawinsky, and Delius.

Prerequisite: Survey of Music (Music 101-102.)

Three periods per week for one semester.

Three semester hours credit

Mr. Marier.

(Not offered 1940-1941.)

**MUSIC 104—History of Instrumental Music.**

This course is intended as a complement to the History of Choral Music for those who wish to plan further and advanced study in the field of music appreciation. The lectures will stress the invention and development of instruments and their use by performers and composers in solo and ensemble playing and composing.

The perfection of stringed, brass, woodwind, percussion, and keyboard instruments, the rise of instrumental virtuosity and its effect upon composition, the origin, growth, and the use of forms, viz., the overture, the suite, the concerto grosso, the ballet, the symphony, program music, etc., comprise some of the topics which are discussed in presenting this survey of purely instrumental music from the close of the sixteenth century in the works of Giovanni Gabrielli down to the twentieth century idiom of Bartok and Hindemith.

Prerequisite: Survey of Music (Music 101-102.)

Three periods per week for one semester.

Three semester hours credit

Mr. Marier.

(Not offered 1940-1941.)



## DEPARTMENT OF PHILOSOPHY

Professors: Rev. John A. O'Brien, S.J., (Chairman)

Rev. Frederick W. Boehm, S.J., Rev. Francis J. Coyne, S.J.,  
Rev. Alexander G. Duncan, S.J., Rev. Walter F. Friary, S.J.,  
Rev. Ferdinand W. Haberstroh, S.J., Rev. Stephen A. Koen,  
S.J., Rev. Francis E. Low, S.J., Rev. Louis A. Sullivan, S.J.

Associate Professors: Rev. Francis J. Cotter, S.J., Rev. John J. Murphy,  
S.J.

Assistant Professors: Rev. Francis Flaherty, S.J., Rev. Michael T. Harding,  
S.J., Rev. John A. McCarthy, S.J.

Assistants: Messrs. Baldwin, Donovan, S.J., Jasciewicz, S.J., McDermott,  
McMahon, Moriarty, S.J.

## PHILOSOPHY 41—Dialectics.

Definition and division of Philosophy. Natural and Scientific logic.

Material elements of Logic. Acts of the mind: Ideas, Judgments.  
Reasoning. Nature of these acts, their kinds, properties and external  
expression.

Formal elements of Logic:

Conclusion from a combination of judgments: its requisites and  
external expression. Precepts and laws of reasoning. Forms of argumen-  
tation.

Methods of reasoning: deductive: The syllogism, demonstrative, proba-  
ble, sophistic. Fallacies. Induction: complete and incomplete. Its nature,  
requisites, use and abuse.

Seven periods per week for one half semester.

Three semester hours credit

Professors Coyne, S.J. (Chairman), Flaherty, S.J., Friary, S.J.,  
Harding, S.J., and Low, S.J.

## PHILOSOPHY 42—Criteriology.

The study of truth. Logical and moral trust. Falsity.

The study of truth and falsity as found in the judgment.

The study of mind in relation to truth. Ignorance. Doubt. Opinion.  
Nature and kinds of certitude.

Truth: its nature and kinds.

Logical truth. Its attainment. States of mind with regard to truth.

Certitude. Its nature and kinds.

Scepticism — kinds; universal; methodical doubt; agnosticism;  
materialism; positivism; idealism; christian science; rationalism; tradi-  
tionalism.

Means of attaining truth. Our cognoscitive faculties. Senses: external and internal. Intellect. Authority.

Approximate and ultimate criteria of truth. Objective evidence as the ultimate criterion of truth.

Seven periods per week for one-half semester.

Three semester hours credit

Professors Coyne, S.J., Flaherty, S.J., Friary, S.J., Harding, S.J., and Low, S.J.

#### PHILOSOPHY 43—Ontology.

Being, its objective concept. Essence. States of being; existence; possibility, internal and external. Source of internal possibility. Kind of being; substance and accident. Hypostasis and personality. Distinction between nature and person. Separability of accident from substance. Species of accidents.

Attributes of being; unity, individuality. Identity and distinction. Truth and goodness of being. Perfection of being. Simple and compound being. Finite and infinite being. Order and beauty of being. Causes of being: intrinsic and extrinsic causes. Principle of Causality.

Seven periods per week for one-half semester.

Three semester hours credit

Professors Coyne, S.J., Flaherty, S.J., Friary, S.J., Harding, S.J., and Low, S.J.

#### PHILOSOPHY 44—Cosmology.

The origin of the world. Monism. Pantheism: the absurdity of pantheism; the various systems of pantheism. Materialism.

Creation. Formation and finality of the world. The notion of creation; the possibility of creation; the possibility of temporary creation.

The formation of the world in general; the formation of our earth in particular. The final cause of creation.

The constitutive properties of bodies. Preliminary notions. Atomism. Dynamism. Hylomorphism. Substantial changes. Scholastic system of constitution of bodies.

The laws of nature. Preliminary notions. The reality and necessity of physical laws.

Miracles. Definition of miracles. The possibility of miracles. The cognoscibility of miracles.

Seven periods per week for one-half semester.

Three semester hours credit

Professors Coyne, S.J., Flaherty, S.J., Friary, S.J., Harding, S.J., and Low, S.J.

## COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES

### PHILOSOPHY 101—Fundamental Psychology.

Life in general: empirical observations of vital action; the power of self-motion; purposive activity; immanency of action; Scholastic concept of life; the three essentially different grades of life; the prime principle of life.

Plant life: the vegetative functions—nutrition, growth and reproduction; the plant as a living body; the unity, divisibility and material nature of the plant soul.

Animal life: sensitive life as specifically characteristic of the brute animal; instinct and intelligence; the material nature of the brute animal soul.

Origin of life: the scholastic theory on the origin of the first living bodies; refutation of spontaneous generation; the scholastic doctrine on the origin of species of plants and animals; biologic evolution.

Five periods per week for one-half semester.

Two semester hours credit

Professors Boehm, S.J., Duncan, S.J., and McCarthy, S.J.;

Messrs. R. Baldwin, T. Donovan, S.J., Moriarty, S.J.

### PHILOSOPHY 102—Advanced Empirical Psychology.

Man's various permanent, mental powers known as the faculties of the human mind.

The empirical study of sensitive life in man; conscious and unconscious activities; the nature and properties of sensation; the external and internal sense perceptions; dreams, delusions and hallucinations. Modern theories of Descartes, Locke, Berkeley, Hume. Mill, Bain, Kant and Spencer on the external sense perception of the material world; the Scholastic doctrine. Sense appetency; bodily movements, involuntary and voluntary; modern theories on the origin of voluntary bodily movement; the Scholastic theory; pleasure and pain.

The empirical study of intellectual life in man; the cognoscitive faculty known as the intellect; the immaterial nature of the intellect; the relation of the intellect to the brain; the universal idea; the theories of Plato, Descartes, Spinoza. Leibnitz and Kant on the origin of the idea; empiricism, sensism, positivism; the scholastic theory on the origin of the idea. The immaterial appetitive faculty called the will: the freedom of the will.

Five periods per week for one-half semester.

Two semester hours credit

Professors Boehm, S.J., Duncan, S.J., and McCarthy, S.J.;

Messrs. R. Baldwin, T. Donovan, S.J., Moriarty, S.J.



**PHILOSOPHY 103—Advanced Rational Psychology.**

A study of the human soul; its substantiality, simplicity, spirituality, individuality and immortality; refutation of false theories on the Ego advocated by Kant, Hume, Mill and James; the relation of man's soul to his body; refutation of various Monistic theories about the Psychophysical activities of man; the creation of the human soul by God; refutation of anthropologic evolution.

Five periods per week for one-half semester.

Two semester hours credit

Professors Boehm, S.J., Duncan, S.J., and McCarthy, S.J.;

Messrs. R. Baldwin, T. Donovan, S.J., Moriarty, S.J.

**PHILOSOPHY 104—Natural Theology.**

Atheism, Agnosticism, Pantheism, Deism, Theism.

The existence of God. The reasoning proof of God's existence; refutation of the immediate, intuitive vision of God as postulated by the Ontologists; refutation of the ontological argument of St. Anselm; Descartes and Leibnitz; argument from Traditionalism rejected; refutation of Kant's argument; the certain proof of God's existence—the metaphysical argument, the ontological argument, the cosmological argument, the moral argument.

The essence of God: the unproduced cause of the universe; the unicity of God; the absolute self-sufficiency of God; God as a personal and necessary Being.

The Divine Attributes—God is infinite, absolutely simple, physically and morally immutable, eternal and immense; divine knowledge; the divine will; God's omnipotence.

God and the World: the Creator; God's preservation of all his creatures in existence; God's concurrence with the activities of His Creatures; Divine Providence; the problem of evil in the world.

Supplementary Questions—modern philosophers—the materialistic and pantheistic concepts of God.

Five periods per week for one-half semester.

Two semester hours credit

Professors Boehm, S.J., Duncan, S.J., and McCarthy, S.J.;

Messrs. R. Baldwin, T. Donovan, S.J., Moriarty, S.J.



**PHILOSOPHY 105—General Ethics.**

Definition, nature, object and necessity of Ethics.

Subjective and objective ultimate end of man. Human action, its merit and imputability.

Morality of human acts. Norm of morality, true and false.

Utilitarianism and Hedonism. Mill and Spencer. External norm is law, eternal, natural and positive. Nature and origin of moral obligation, human and divine. Kant's Categorical Imperative. Internal norm is consciousness.

Five periods per week for one semester.

Four semester hours credit

Professors Cotter, S.J., Murphy, S.J., and O'Brien, S.J.;

Messrs. Durant, Jasciewicz, S.J., McDermott.

**PHILOSOPHY 106—Special Ethics.**

Man's duty to his Creator; revelation, worship; Rationalism; Indifferentism.

Man's duty to himself; self-preservation, suicide.

Man's duty to his neighbor; direct and indirect killing; self-defence; lying; mental reservation.

Right of ownership; Communism and Socialism; modes of acquiring property; wills; contracts; capital and labor; trade unions; strikes.

Society in general; domestic society; divorce; parental authority; education of the child.

Civil Society; nature, end and origin; false theories; functions of civil government; state education.

International Law; nature and justice of war; pacifism; arbitration.

Five periods per week for one semester.

Four semester hours credit

Professors Cotter, S.J., Murphy, S.J., and O'Brien, S.J.;

Messrs. Durant, Jasciewicz, S.J., McDermott.

**PHILOSOPHY 107-108—History of Philosophy.**

A study of the Oriental, Greek, Christian, and Scholastic Schools of Philosophy; Modern Philosophy; various systems and theories of Descartes and his followers, Spinoza, Locke, Hume, Voltaire, Leibnitz, Berkley, Rousseau; the Scottish School and the Transcendentalists; Kant, Fichte, Schelling, Schopenhauer and Hegel; Neo-Kantians; Neo-Scholastics; Thomistic Philosophy under Leo XIII.

Three periods per week for two semesters.

Six semester hours credit

Professor Haberstroh, S.J.

**COURSES FOR GRADUATE STUDENTS****PHILOSOPHY 201—St. Augustine: De Civitate Dei.**

A reading and analysis of the text of *The City of God*, both the Latin original and English translation. Special attention will be given to the separation of the temporary from the timeless and to a discussion and application of St. Augustine's fundamental principles to our times.

Two periods a week for two semesters.

Four semester hours credit

Professor Carey, S.J.

**PHILOSOPHY 205—St. Thomas: Summa Contra Gentiles.**

The English Dominican Fathers' translation from the latest Leonine edition will be used as a text. The course will be devoted to a study of the history of the text and more important commentaries and a direct reading and analysis of the thought content of the work. Special attention will be given to the relation of faith and reason as explained by St. Thomas; God and His attributes as known by reason and St. Thomas' teaching on the problem of evil.

(To be offered 1941-1942.)

**PHILOSOPHY 207—Suarez: Disputationes Metaphysicae.**

After a general survey of the metaphysics of Aristotle and St. Thomas, the course will be devoted to a reading and analysis of the text of this important metaphysical work by a scholastic of the Renaissance. Special attention will be given to the problems of essence and existence; potency and actuality.

(To be offered 1941-1942.)

**PHILOSOPHY 211—Kant's Theory of Knowledge.**

A critical exposition of Kant's theory of knowledge as presented in his Critique of Pure Reason. After an explanation of Kant's influence on modern thought, the a priori forms of space and time, the categories of the understanding, phenomena and noumena, synthetic a priori judgments, and the transcendental unity of apperception, a detailed criticism of the theory will be presented.

Four periods a week for two semesters.

Four semester hours credit

Professor Harding, S.J.

**PHILOSOPHY 213—Spinoza's Ethic.**

Reading and analysis of the text. The course is intended to trace the sources of Spinoza's thought and its influence on subsequent philosophy. Special attention will be given to Spinoza's concept of God, his explanation of the identity of mind and matter, and his doctrine on the end of man. Commentaries on his work will be studied.

Two periods a week for two semesters.

Four semester hours credit

(Not offered 1940-1941.)

**PHILOSOPHY 215—Descartes: Discourse on Method and Meditations.**

These two important works of a philosopher whose influence on subsequent philosophical thought is most important will be studied, analyzed and criticized. An attempt will be made to estimate the influences that formed his thought and the influence of his thought on future trends. This course will enable the student to acquire a knowledge of the essential characteristics of the Cartesian system.

(To be offered 1941-1942.)

**PHILOSOPHY 221—Scholastic Social Philosophy.**

This course will be a study of the principles of Catholic social thought and an application of them to some aspects of the social economic problem. Such questions as the social teaching of the Schoolmen, the spirit of Capitalism, the morality of usury, the corporate state and the cooperative movement will be treated. The labor encyclicals of Leo XIII and Pius XI will form the basis of the course.

Two periods a week for two semesters.

Four semester hours credit

Professor O'Brien, S.J.

**PHILOSOPHY 223—Philosophy of Capitalism.**

The economic teachings of the Mercantilists, Physiocrats, and the Classical School will be studied with a view to an understanding and analysis of the philosophy underlying them. Such authors as Smith, Ricardo, and Mill will be given extensive treatment.

(To be offered 1941-1942.)

**PHILOSOPHY 225—Dialectic Materialism.**

The philosophical aspects of the Marxian school of thought will be critically surveyed and analyzed. Its source will be traced, its essential tenets evaluated and its influence estimated. Special attention will be given to Marx's *Capital*.

Two periods a week for two semesters.

Four semester hours credit

Professor Cotter, S.J.

**PHILOSOPHY 233—Philosophy of Religion, I.**

The works of the leading American philosophers will be studied and their influence on the formation of religious beliefs and mental attitudes estimated. The following will be discussed and critically analyzed: Emerson and Transcendentalism, James and Pragmatism, Royce and Idealism, Santayana and Realism, Dewey and Humanism, Babbitt.

Two periods a week for one semester.

Two semester hours credit

Professor Sullivan, S.J.

**PHILOSOPHY 234—Philosophy of Religion, II.**

The cosmic theism of Whitehead; the religious humanism of Otto, Sellars, Hayden, and Lippman; the empirical theism of Fosdick; Buchmanism and the revival of Orthodox Protestantism by Barth will be explained and estimated in the light of Scholastic philosophy and Catholic theology. The course will also review the doctrinal aspects of the conflict between Christianity and Neo-Paganism in its various forms.

Two periods a week for one semester.

Two semester hours credit

Professor Sullivan, S.J.

**PHILOSOPHY 241—Philosophy and Modern Physics.**

A discussion of Scholastic principles in relation to some modern scientific theories. The aims and methods of Philosophy and Science, the laws of nature, teleology and determinism, cosmic evolution and creation, scientific and philosophic induction will be treated.

Two periods a week for two semesters.

Four semester hours credit

Professor Kelly, S.J.

**PHILOSOPHY 243—Recent Cosmological Theories.**

A discussion of recent cosmological theories with special reference to the origin and evolution of matter.

Two periods a week for one semester.

Two semester hours credit

Professor Boehm, S.J.



**PHILOSOPHY 251—Contemporary Psychology.**

An intensive study and critical investigation of the principles and tendencies of the more important psychologists and their relations to the Philosophical Psychology of Scholasticism.

Four periods a week for two semesters.

Four semester hours credit

Professor Koen, S.J.

**PHILOSOPHY 253—Psychology of Personality.**

The physical basis of personality with special emphasis on glandular, bio-chemical and psychological factors. The more prominent theories will be discussed and compared with special reference to Jung, Adler, Prince, Sidis, and Biner.

Four periods a week for two semesters.

Four semester hours credit

Professor Koen, S.J.

**PHILOSOPHY 255—Psychology of Adolescence.**

This course will treat of the physical, social, religious and intellectual development of the normal adolescent. The adolescent and his relations to home, school, community; types of adolescent; normal, delinquent, emotional deviate, intellectual deviate and vocational misfit; psychological methods for treatment of personality mal-adjustments.

Four periods a week for two semesters.

Four semester hours credit

Professor Koen, S.J.

**PHILOSOPHY 257—Advanced Empirical Psychology.**

Beginning with a critical analysis of the various schools in modern psychology: the Existentialists, Behaviorists, Gestaltists, Purposivists, this course will treat of their findings on the memory, imagination, instinct, emotion, intellection, willing, ideals, motives, and personality.

Four periods a week for two semesters.

Four semester hours credit

Professor MacCormack, S.J.

**PHILOSOPHY 271—History of Ancient Philosophy.**

The History of Philosophy will be treated from the Pre-Socratics to St. Augustine. The special topics for research will be the problems of being and knowledge as investigated by Plato and Aristotle.

Four periods a week for two semesters.

Four semester hours credit

Professor Haberstroh, S.J.

**PHILOSOPHY 273—History of Medieval Philosophy.**

The History of Philosophy from 800 A.D. to 1500 A.D. will form the subject matter of the course. Special attention will be paid to the adaption of Aristotelian thought to the Christian philosophy of St. Thomas.

Four periods a week for two semesters.

Four semester hours credit

Professor Haberstroh, S.J.

**PHILOSOPHY 275—History of Modern Philosophy.**

Beginning with Descartes, the History of Philosophy will be traced through Kant to modern philosophers. Modern philosophy's explanation of mind and matter will be the problem for investigation.

Four periods a week for two semesters.

Four semester hours credit

Professor Haberstroh, S.J.

**PHILOSOPHY 299—Readings and Research.**

A study of source material and authoritative secondary material for a deeper knowledge of some subject previously studied. The number of credits will depend upon reports and examinations.

Professor O'Brien, S.J.

**DEPARTMENT OF PHYSICS**

Professors: Rev. John A. Tobin, S.J., (Chairman).

Associate Professor: F. Malcolm Gager.

Assistant Professors: Hans Reinheimer, Frederick E. White, John L. Shork.

Teaching Fellow: Rev. Merrill Greene, S.J.

Assisting Fellows: John F. Gallagher, Lawrence H. Howe, Leo R. Landrey,  
John F. McLaughlin.

**PHYSICS 1-2—General Physics (Science Major).**

This course is designed primarily for students who expect to major in science. It presents a general survey of classical and modern physics, mechanics, heat, electricity, light and sound. Elementary Calculus is used in mathematical solutions.

Three lectures and one laboratory period per week for two semesters.

Eight semester hours credit

Professor Greene, S.J., and Assistants.

**PHYSICS 31—Physical Optics.**

This course presents a mathematical study of wave motion. Huygen's Principle, dispersion, interference, diffraction, polarization, electromagnetic theory of light, Quantum Theory.

Three lectures and one laboratory period per week for one semester.

Four semester hours credit

Professor Reinheimer and Assistants.

**PHYSICS 32—Heat and Thermodynamics.**

This course gives a mathematical discussion of the generation of heat, thermometry, dilatation, calorimetry, radiation, conduction, thermodynamics, the Kinetic Theory of Gases.

Three lectures and one laboratory period per week for one semester.

Four semester hours credit

Professor Reinheimer and Assistants.

**PHYSICS 41-42—General Physics.**

This course presents the fundamental principles of Physics for students who have never studied this subject or for students who find their High School inadequate for their study of Philosophy. Emphasis is put upon the experimental facts and the theories rather than on mathematical computations.

N.B. This course gives no credit for medical or scientific schools.

Two lectures and one laboratory period per week for two semesters.

Six semester hours credit

Professor Tobin, S.J., and Assistants.

**PHYSICS 43-44—General Physics (Pre-Medical)**

This course presents the fundamental principles of the mechanics of solids, liquids and gases, wave motion and radiation, sound, heat, light, magnetism and electricity.

Three lectures and one laboratory period per week for two semesters.

Eight semester hours credit

Professor Tobin, S.J., and Assistants.

### COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES

#### PHYSICS 111—Theoretical and Applied Mechanics.

This course gives a mathematical treatment of the mechanics of a particle and of rigid bodies; also the properties of elastic bodies, impulse and momentum, periodic motion, hydromechanics and hydrodynamics.

Three lectures and one laboratory period per week for one semester.

Four semester hours credit

Professor White and Assistants.

#### PHYSICS 122—Acoustics.

This course gives a mathematical discussion of vibratory motion, wave propagation, sound transmission, and radiation and sound filtration.

Three lectures and one laboratory period per week for one semester.

Four semester hours credit

Professor White and Assistants.

#### PHYSICS 151-152—Alternating Currents.

This course presents a mathematical study of heating, lighting and magnetic effects, electrodynamics, capacitance, impedance, resonance, power-factors, transformers and oscillatory currents.

Three lectures and one laboratory period per week for two semesters.

Eight semester hours credit

Professor Gager and Assistants.

#### PHYSICS 191—Theory of Measurements.

This course deals with the general aspects of the laboratory method as a tool of analysis in the field of research. A theoretical and practical study of measurements, methods, errors, graphical representations, and graphical analysis are presented. In addition, laboratory problem planning data entry, and data analysis are detailed.

Two lectures per week for one semester.

Two semester hours credit

Professor Gager.



**PHYSICS 192—Mechanical Drawing.**

Instruction in the elements of drafting, lettering, and tracing. Practise in drawing projections, etc., and machine parts.

Two lectures per week for one semester.

Two semester hours credit

Professor Gager.

**PHYSICS 193-194—Modern Physics and Philosophy.**

This is a lecture course discussing the coordinated accounts of the fundamental facts and theories in Physics and their relationships to Scholastic Cosmology. A brief and non-mathematical survey of the theories of the universe, conceptions of reality, etc.

Two lectures and one seminar per week for two semesters.

Six semester hours credit

Professor Tobin, S.J.

**COURSES FOR GRADUATE STUDENTS****PHYSICS 201-202—Theoretical Physics.**

An introduction to the fundamental principles and the mathematical theory of the general fields of Physics, contributing a foundation for subsequent specialization.

Three lectures per week for two semesters.

Six semester hours credit

Professor White.

**PHYSICS 241-242—Spectroscopy.**

An advanced study of Huyghens principle, dispersion, diffraction, polarization, origin of spectra, radiation potentials and recent theories of light.

Two lectures and one laboratory period per week for two semesters.

Six semester hours credit

Professor Reinheimmer and Staff.

**PHYSICS 261-262—Electric Oscillations and Electromagnetic Waves.**

A study of the more important aspects of gaseous and thermionic conduction. Special emphasis is given to circuit element applications and limitations. Circuits under free and forced vibrations are studied. Particular attention is directed to thermionic and ionic oscillators, modulation, regeneration, demodulation, amplification and to commercial frequency rectification, and transmitting and receiving systems and radiation of energy into space.

Three lectures and one laboratory period per week for two semesters.

Eight semester hours credit

Professor Gager and Staff.

**PHYSICS 263-264—Electromagnetic Theory.**

The study of electrostatic fields, dielectric and electrical energy, magnetic fields of magnets and currents, radiation and propagation of waves. Maxwell's equations and the Poynting vector, and their application to reflection and refraction of waves through different media, Fresnel's formulae, Brewster's angles and the Zeeman effect.

Three lectures per week for two semesters.

Six semester hours credit

To be offered 1940-1941 with Professor Marcou.

**PHYSICS 271-272—Seismology.**

The theory and causes of earthquakes, the principle of the seismograph, dynamics of seismic wave propagation.

To be offered 1940-1941.

Professor G. A. O'Donnell, S.J.

**PHYSICS 281-282—Atomic Physics.**

After a brief survey of the history of the subject, the solution of the Schrodinger wave equation for important systems is studied in great detail. This is followed by the consideration of the perturbation theory, the variation method, etc.

Three lectures per week for two semesters.

Six semester hours credit

Professor White.

**PHYSICS 301-302—Seminar.**

A discussion of selected topics from Modern Physics.

One seminar per week for two semesters.

Physics Faculty.

**PHYSICS 303-304—Thesis Work.**

A research problem to determine and increase the ability of the student to do ORIGINAL work of an investigating nature. A formal problem will be assigned to the student by the department. Formal records must be accepted and conferences with the advisor are required.

One seminar per week for two semesters.

## DEPARTMENT OF RELIGION

Professors: Rev. Edward T. Douglas, S.J., (Chairman)

Rev. Francis J. Coyne, S.J., Rev. Francis J. Finan, S.J.,

Rev. Walter Friary, S.J., Rev. Francis E. Low, S.J.

Assistant Professors: Rev. Francis Flaherty, S.J., Rev. Michael J. Harding, S.J., Rev. Lemuel P. Vaughan, S.J.

## RELIGION 1—Divinity of Christ.

Revelation, Natural and Supernatural, is the first topic studied in this course; this is followed by an analysis of Miracles and Prophecies as the guarantees of Revelation. The Documents of Christian Revelation and their historic value are next examined. The authenticity, integrity and reliability of the four Gospels is then established. From these, proofs are then drawn to establish the Divinity of Jesus Christ, the divine origin of His mission and His Doctrines and the Divine approval of the Christian Religion established by Him.

Two periods per week for one semester.

One semester hour credit

Professor Finan, S.J.

## RELIGION 2—The Church of Christ.

This course, assuming Religion 1, goes further to prove the Catholic Church as the Church established by Christ. The designation of the Apostolic College as an authentic and authoritative teaching and ruling body is first examined; this is followed by an analysis of the promise and conferring of the Primacy of Jurisdiction on St. Peter. The nature and character of Christ's Church, the marks which it was to have, are then studied as they appear from His declaration in the Gospels and from inferences drawn from these statements. These are then applied to the religious bodies of the world with a view to determining the Catholic Church as the Church established by Christ. Detailed study is then made of certain special questions such as Papal Infallibility, Papal Jurisdiction, the Bishops and Councils, the relations of Church and State.

Two periods per week for one semester.

One semester hour credit

Professor Finan, S.J.

**RELIGION 21—Existence and Essence of God.**

This course begins with an examination of the idea of belief in God. The nature of Faith, natural and supernatural, is then examined, and the necessity and certainty of Faith are then pointed out. This part of the course concludes with a brief study of general ideas about Sacred Scripture and tradition as fonts of Revelation.

The second part of this course examines the various arguments which are used to prove the existence of God. The nature and essence of God are then taken up, together with the Divine Attributes, and discussions are held on Pantheism and Atheism. The fundamental notions of the mystery of the Trinity of Persons in the one Divine Nature.

Two periods per week for one semester.

One semester hour credit

Professor Vaughan, S.J.

**RELIGION 22—God the Creator.**

The first part of this course takes up the question of the creation of the world and of its various component elements, together with certain related questions of modern interest. The second part of the course examines the state of Original Justice in which our first parents were created and their loss of this state and its privileges by Original Sin; the consequences of this sin are then taken up, together with the related question of the Immaculate Conception of Mary, the Mother of God. The course concludes with a discussion of Eschatology: the General Judgment; Heaven; Hell; Purgatory.

Two periods per week for one semester.

One semester hour credit

Professor Vaughan, S.J.

**RELIGION 41—God the Redeemer.**

This course makes an intimate study of the Mystery of the Redemption, beginning with a study of the Person of the Redeemer. The associated Mystery of the Incarnation of the Second Person of the Trinity is taken up, and both mysteries are examined as far as revelation and human reason can go. The Hypostatic Union of the divine and human natures in the one divine person of Jesus Christ is studied, together with many questions involved in this, such as the divine and human wills of Christ, theandric actions, etc.

Two periods per week for one semester.

One semester hour credit

Professors Coyne, S.J., Flaherty, S.J., Friary, S.J., Harding, S.J.,  
and Low, S.J.



**RELIGION 42—God and Redemption.**

This course continues the study of the Mystery of the Redemption begun in Religion 41, examining the nature of Redemption more in detail and discussing the question of the Merits of Christ. The second part of the course discusses the question of the worship of Christ; the devotion to Mary, the Mother of God, and an examination of her prerogatives; the devotion to the Saints. The third part of the course begins the treatment of the application of the Redemption by an examination of the nature and the necessity of Grace, and the definition and study of the different kinds of Grace: Sanctifying Grace; Actual Grace; Efficacious Grace.

Two periods per week for one semester.

One semester hour credit

Professors Coyne, S.J., Flaherty, S.J., Friary, S.J., Harding, S.J.  
and Low, S.J.

**COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES****RELIGION 101—The Sacraments.**

This course continues the treatment of the application of the Redemption, begun in Religion 42. Attention here is devoted chiefly to the Sacraments as the means of Grace. The nature and efficacy of the Sacraments are explained in general, together with certain questions connected with these topics. Then the three Sacraments of Baptism, Confirmation and the Holy Eucharist are examined in detail. The Holy Eucharist is discussed as both Sacrament and Sacrifice, and the nature of the Sacrifice of the Mass is explained.

Two periods per week for one semester.

One semester hour credit

Professor Douglas, S.J.

**RELIGION 102—Sacraments and the Commandments.**

This course completes the discussion of the Sacraments as means of Grace which is begun in Religion 101. The course begins with a treatment of the Sacrament of Penance, and the related question of Indulgences. Then the last three Sacraments are taken up in succession: Extreme Unction; Holy Orders; Matrimony. The course concludes with a general discussion of Christian Morality and of the nature and binding force of Civil and Ecclesiastical Law; this is supplemented by an explanation of the Commandments of God and of the Church.

Two periods per week for one semester.

One semester hour credit

Professor Douglas, S.J.

**DEPARTMENT OF ROMANCE LANGUAGES**

Professors: Gino de Solenni (Chairman in the College)  
Eduardo Azuola, Rev. Leo E. FitzGerald, S.J.,  
Rev. Paul de Mangeleere, S.J.

Assistant Professor: Andre de Beauvivier.

Instructors: Timothy J. Burke, John J. Hayes, Ernest A. Siciliano.

Teaching Fellows: Frederick J. Dobbratz, Joseph H. Lynch.

**FRENCH****FRENCH 1-2—Elementary and Intermediate French.**

This course is for students who are beginning the study of French or for those who have had but one year of French in High School. An intensive study of the French Grammar and suitable reading exercises will compose the work to be done in this course.

Three periods per week for two semesters.

• Six semester hours credit

Mr. Siciliano.

**FRENCH 11-12—Intermediate and Advanced French.**

This course offers a thorough review of French grammar, written and oral composition, and the reading of French prose of moderate difficulty.

Three periods per week for two semesters.

Six semester hours credit

Professors FitzGerald, S.J., and de Beauvivier.

Messrs. Burke, Hayes and Siciliano.

**FRENCH 21-22—Advanced French.**

The purpose of this course is to introduce the student to the masterpieces of French Literature. Along with occasional lectures dealing with the eminent French authors, there will be a number of novels assigned for outside reading.

Three periods per week for two semesters.

Six semester hours credit

Professor de Beauvivier, Messrs. Burke, Hayes and Siciliano.

## COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES

### FRENCH 101-102—Survey of French Literature.

This course offers a general view of French Literature, dealing with the more important writers and literary movements. As this course entails a large amount of outside reading, only students who can read French rapidly are permitted to enroll.

Three periods per week for two semesters.

Six semester hours credit

Professor de Solenni.

### FRENCH 131-132—French Literature in the Seventeenth Century.

This course offers lectures, readings and reports treating in detail the social and intellectual life of France during the Golden Age of French Literature. Lectures are conducted in French.

Three periods per week for two semesters.

Six semester hours credit

Mr. Siciliano.

### FRENCH 141-142—French Literature of the Eighteenth Century.

The purpose of this course is to acquaint the student with the social, philosophical, scientific, and literary ideas of the Century, with particular attention on the works of Montesquieu, Voltaire, Diderot, Marivaux, Rousseau, and Beaumarchais. Conducted in French.

Two periods per week for two semesters.

Four semester hours credit

Professor de Mangeleere, S.J.

### FRENCH 151-152—French Literature in the Nineteenth Century.

This course deals with the poetry, the novels, and the drama of the Romantic and Realistic Movements through lectures, outside readings and reports.

Three periods per week for two semesters.

Six semester hours credit

Mr. Siciliano.

(To be offered 1941-1942)

### FRENCH 161—Contemporary French Literature.

This course will deal with the principal literary movements in France from 1870 to the present. Conducted in French.

Two periods per week for two semesters.

Four semester hours credit

Professor de Mangeleere, S.J.

(To be offered 1941-1942)

**FRENCH 165—Modern Christian Revival in French Literature.**

The Revival will be studied from its birth in the late years of the nineteenth century up to the present, as represented by a selected group of typical writers in prose, drama, and lyrics. Conducted in French.

Two periods a week for two semesters.

Four semester hours credit

Professor de Mangeleere, S.J.

**FRENCH 181-182—Advanced French Composition and Conversation.**

This course aims to develop a greater facility both in written and spoken French. While a thorough knowledge of French grammar is presupposed, the more difficult constructions and shades of meaning will be reviewed. The writings of contemporary French authors will serve as models of composition. As a basis for oral French, a detailed study of phonetics will be made.

Three periods a week for two semesters.

Six semester hours credit

Professor Burke.

**FRENCH 191-192—History of French Civilization.**

This course deals with the geography and history of France, the development of its social, political and economic institutions, and the evolution of its art and sciences.

Three periods per week for two semesters.

Six semester hours credit

(To be offered 1941-1942.)

**COURSES FOR GRADUATE STUDENTS****FRENCH 203—History of the French Language.**

The purpose of this course is to trace the development of modern French from spoken Latin. After the phonetic laws have been established, they will be applied to Old French inflections and to resulting modern forms. The following works will be read: *La Vie de Saint Alexis*, *La Chanson de Roland*, and *Yvain*.

Two periods a week for two semesters.

Four semester hours credit

Professor de Mangeleere, S.J.

(Not offered 1940-1941)

**FRENCH 211—French Literature of the Middle Ages.**

This course will deal with the chief narrative, dramatic, and lyric literature of France from the twelfth to the fifteenth centuries. Open to students who have completed Fr. 203.

Two periods per week for two semesters.

Four semester hours credit

(By arrangement).



**FRENCH 221—French Literature of the Sixteenth Century.**

The causes, character, and progress of the Renaissance in France. The Pleiade and the transformation of the French lyric ideal; the birth of the regular French tragedy; oratory, essay, and satire. Conducted in French.

Three periods per week for two semesters.

Six semester hours credit

Professor de Mangeleere, S.J.

**FRENCH 301—French Seminar.**

A detailed study will be made of the lyric poetry of the nineteenth century. Research and written reports on special topics. Time and credit to be arranged.

Professor de Mangeleere, S.J.

**ITALIAN****ITALIAN 1-2—Elementary and Intermediate Italian.**

This course is intended for students who are beginning the study of Italian or who have had less than two years' study of the language in secondary school. The purpose of the course is to train the student in the fundamentals of the grammar and to enable him to read easy Italian prose.

Three periods per week for two semesters.

Six semester hours credit

Professor de Solenni.

**ITALIAN 11-12—Intermediate and Advanced Italian.**

This course is intended for students who have had two years of study in Italian in secondary schools and for all who take Italian 1-2 in Freshman year. It aims to give a thorough review of grammar and practise in written and oral expression. Plays and short stories by contemporary writers will be read.

Three periods per week for two semesters.

Six semester hours credit

Mr. Siciliano.

**COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES****ITALIAN 101-102—Survey of Italian Literature.**

This course affords a general view of Italian literature, dealing with the more important writers and literary movements. It will include lectures, translations, collateral reading and reports.

Three periods per week for two semesters.

Six semester hours credit

Professor de Solenni.

**ITALIAN 151-152—Italian Literature of the Nineteenth Century.**

This course deals with the poetry, the drama and the novel of the Romantic and Realistic Movements. Class discussion, outside reading and reports.

Three periods per week for two semesters.

Six semester hours credit

Professor de Solenni.

**ITALIAN 181-182—Advanced Composition and Conversation.**

This course is designed to give familiarity with Italian syntax and idioms through practical exercises in oral and written composition.

Three periods per week for two semesters.

Six semester hours credit

Professor de Solenni.

**COURSES FOR GRADUATE STUDENTS****ITALIAN 203—History of the Italian Language.**

In the first semester the course will trace the development of modern Italian from spoken Latin. In the second semester selections will be read from the literature of the thirteenth and fourteenth centuries.

Two periods per week for two semesters.

Four semester hours credit

**ITALIAN 221—Literature of the Italian Renaissance.**

The course consists of lectures, collateral reading, and reports, and deals chiefly with the works of Lorenzo de Medici, Poliziano, Sanazzaro, Machiavelli, Ariosto, Bandello, Castiglione, Bembo, Cellini, and Torquato Tasso. Conducted in Italian.

Three periods per week for two semesters.

Six semester hours credit

Professor de Solenni.

**ITALIAN 225—The Works of Dante.**

Although there are a number of lectures on the history and philosophy of the Middle Ages, as well as on the life and minor works of the Poet, the course deals specifically with the *Vita Nuova* and the *Divina Commedia*, which are read in full.

Three periods per week for two semesters.

Six semester hours credit

(Not offered 1940-1941.)

**ITALIAN 301—Italian Seminar.**

In 1940-41 the Seminar will be dedicated to the literature of the fourteenth century, particularly to the works of Petrarch and Boccaccio.

Four semester hours credit

Professor De Solenni.

**SPANISH****SPANISH 1-2—Elementary and Intermediate Spanish.**

This course is intended for students who are beginning Spanish or who have had less than two years' study of the language in secondary school. The purpose of the course is to train the student in the fundamentals of grammar and to enable him to read easy Spanish prose.

Three periods per week for two semesters.

Six semester hours credit

Professor Azuola and Mr. Burke.

**SPANISH 11-12—Intermediate Spanish.**

This course is designed for students who have completed at least two years' study of Spanish in secondary school, and for all who take Spanish 1-2 in freshman year. It aims to give a thorough review of grammar and practise in composition, both written and oral. Plays and short stories by contemporary writers will be read.

Three periods per week for two semesters.

Six semester hours credit

Mr. Burke.

**SPANISH 21-22—Advanced Spanish.**

The purpose of this course is to introduce the student to the masterpieces of Spanish Literature. In addition to occasional lectures dealing with Spain's leading authors, the following works will be read in part or in whole: Cervantes, *Don Quijote*; Lope de Vega, *Amar sin saber a quien*; Calderon, *La vida es sueno*; Moratin, *El si de las ninas*; Hartzzenbusch, *Los Amantes de Teruel*; Ibanez, *La Barraca*.

Three periods per week for two semesters.

Six semester hours credit

Professor Azuola.

**COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES****SPANISH 101-102—Survey of Spanish Literature.**

This course affords a general view of Spanish Literature, dealing with the more important writers and literary movements. There will be lectures, translation and collateral readings and reports.

Three periods per week for two semesters.

Six semester hours credit

Professor Azuola.

**SPANISH 161-162—Contemporary Spanish Literature.**

This course deals with the study of the masterpieces of the Contemporary Spanish Writers. It will consist of lectures, reports and extensive collateral readings.

Three periods per week for two semesters.

Six semester hours credit

Professor Azuola.

(Not offered 1940-1941.)

**SPANISH 181-182—Advanced Spanish Composition.**

The purpose of this course is to enable the student to acquire ease and fluency in the expression of idiomatic Spanish through practise in composition, both oral and written.

Three periods per week for two semesters.

Six semester hours credit

Professor Azuola.

**COURSES FOR GRADUATE STUDENTS****SPANISH 203—History of the Spanish Language.**

In the first semester the course will trace the development of modern Spanish from spoken Latin. In the second semester selections will be read from the early centuries of Spanish literature.

Two periods per week for two semesters.

Four semester hours credit

(Not offered 1940-1941.)

**SPANISH 231—Spanish Literature of the Golden Age.**

The purpose of this course is to acquaint the student with the classical literature of Spain. It will deal mainly with the works of Cervantes, Tirso de Molina, Guillen de Castro, Calderon, and Lope de Vega. Lectures, collateral readings, and reports. Conducted in Spanish.

Two periods per week for two semesters.

Four semester hours credit

Professor Azuola.

**SPANISH 241—Spanish Literature of the Eighteenth and Nineteenth Centuries.**

Although some attention will be given to the second half of the eighteenth century, the course will deal more particularly with the poetry, drama, and novel of the nineteenth. Lectures, collateral reading, and reports. Conducted in Spanish.

Two periods per week for two semesters.

Four semester hours credit

Professor Azuola.

(Not offered 1940-1941.)



**SPANISH 291—Spanish American Literature.**

This course will introduce the student to the masterpieces of Spanish American literature, from the latter part of the nineteenth century to the present time. Lectures, collateral reading, and reports. Conducted in Spanish.

Two periods per week for two semesters.

Four semester hours credit

Professor Azuola.

**SPANISH 301—Spanish Seminar.**

The purpose of the Seminar is to permit students to engage in special studies. Some suggested topics are: The Mystic Writers, Cervantes, Tirso de Molina, Galdos, Spanish American Lyric Poetry, Mexican Literature, etc. Time and credit to be arranged.

Professor Azuola.

**DEPARTMENT OF SOCIOLOGY**

Professors: Rev. John C. O'Connell, S.J., (Chairman)

George F. FitzGibbon, Elizabeth E. Sullivan.

Assistant: John D. Donovan.

**SOCIOLOGY 31-32—Principles of Sociology.**

This course presents an outline of Sociology as a science and serves as an introduction to more advanced sociological study. It attempts to give a systematic view of social life and culture in their structural and dynamic aspects. Special consideration is given to those socio-cultural relationships, processes, and traits which are common to all classes of social phenomena. This course is prescribed for all students who have selected Sociology as their major field for study.

Three periods per week for two semesters.

Six semester hours credit

Professor FitzGibbon, Mr. Donovan.

**COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES****SOCIOLOGY 103—The History of Social Thought.**

A rapid survey and critique of the more significant contributions to social thought before 1850. The social thought of the Greeks, Romans, Hebrews, Apostolic Teachers, Patristic writers, the Mediaeval Schoolmen, and more recent thinkers—notably Machiavelli, Bodin, Montesquieu, Ibn Khaldun, Hobbes, Locke, Rousseau, and De Maistre—will be emphasized in the course of a systematic introduction to contemporary sociological theory.

Three periods per week for one semester.

Three semester hours credit

Professor FitzGibbon.

**SOCIOLOGY 104—Contemporary Sociological Theories.**

A critical analysis of the outstanding sociological theories from Comte and Spencer to the present time, primarily from the standpoint of their scientific validity and of the social and personal backgrounds of their exponents. The theories considered in the course are grouped to include the mechanistic, the geographical, the biological, the demographic, the sociologicistic, the psychological, and other schools.

Three periods per week for one semester.

Three semester hours credit

Professor FitzGibbon.

**SOCIOLOGY 105—Social Pathology.**

The aim here is to provide a broad analytical survey of Society as effected by the fundamental irritants which profoundly affect modern social life. These adverse forces, viz., poverty, mental disease, juvenile delinquency and crime, are carefully considered as to their cause, extent, trend, intensity and mutual interaction.

Three periods per week for one semester.

Three semester hours credit

Professor O'Connell, S.J.

**SOCIOLOGY 106—Social Pathology II.**

Based immediately upon Sociology 105, which it presupposes, this course approaches the same social evils in greater detail from a practical side, and endeavors by proposal of cases, class discussions, etc., to indicate current concrete problems in relation to the various agencies and methods available for their protection.

Three periods per week for one semester.

Three semester hours credit

Professor O'Connell, S.J.

**SOCIOLOGY 107—Criminology.**

This course deals with the causes, treatment and prevention of criminality. The nature of crime and the concept of causation in criminological literature will be analyzed. The more important theories of the etiology of crime will be critically discussed, including the views of the Classical, Positivist and modern schools of criminological thought. The basic approaches to the problem of crime causation will be critically reviewed, and the outstanding researches which exemplify these methods will be considered at length.

Three periods per week for one semester.

Three semester hours credit

Professor FitzGibbon.

**SOCIOLOGY 108—Penology.**

The main features of the legal machinery for the apprehension, trial, and punishment of criminals will be outlined and critically discussed; and the history and the philosophies of punishment will be presented. Penological, reformative, and preventive programs will be studied, and a survey will be made of the various measures in operation for the moral, physical and social rehabilitation of offenders. Particular consideration will be given to the instrumentalities of Probation, Indeterminate Sentence and Parole. In the final lectures, preventive measures and outstanding crime surveys will be analyzed. In addition to the lectures, prescribed readings, and reports in this course, visits will be made to courts and penal and correctional institutions.

Three periods per week for one semester.

Three semester hours credit

Professor FitzGibbon.

**SOCIOLOGY 109-110—Social Change and Social Progress.**

In this course the most prominent theories of progress and interpretations of social dynamics, from the thirteenth century to the present, are critically reviewed. The factors and the implications of changes in all aspects of culture are analyzed, but the dynamics of economic, political, and familial institutions will be stressed. The theories of Machiavelli, Montesquieu. The Contract Theorists, the Utilitarians, De Maistre, Le Play, Spencer, Marx, Pareto, Sumner, Spengler, Ogburn, and Sorokin will be critically reviewed, while briefer treatment will be given to the works of many other writers.

Three periods per week for two semesters.

Six semester hours credit

Professor FitzGibbon.

**SOCIOLOGY 121—Social Problems.**

This course deals with the nature, causes, social significance and social control of mental deficiency and mental disorders. The techniques of mental hygiene as interrelated with other public health activities are studied. The mental factors involved in problems related to poverty, dependency, unemployment, delinquency and criminality will be critically analyzed. The influence of the endocrine system on the physical and mental capacities of the individual will also be considered.

Two periods per week for two semesters.

Four semester hours credit

Professor Sullivan.



**SOCIOLOGY 123—Public Health.**

A critical analysis of the fundamental importance of health, both as an asset to the individual and as a factor in social welfare. The social significance of health and the nature of health problems are discussed. Consideration is given to social prophylaxis and therapeutics. The aspects of hygiene which aim at combating disease of social origin by means of palliative, curative and preventive measures are treated. The modern socio-health movements; constructive programs in public health work advanced by health organizations and agencies.

Two periods per week for two semesters.

Four semester hours credit

Professor Sullivan.

**COURSES FOR GRADUATE STUDENTS****SOCIOLOGY 201—Sociology of the Family.**

This course introduces a rapid sketch of the family as it appears historically in different fundamental types. The main treatment will center upon the modern family as a societal unit, considering its origin, nature and purpose; prevalent trends which militate for or against family solidarity and effectiveness; a survey, as to content and value, of current analysis of recognized domestic problems as for example, marriage, divorce, birth limitation, etc.

Two periods per week for two semesters.

Four semester hours credit

Professor O'Connell, S.J.

**SOCIOLOGY 209—Totalitarian Sociology.**

The main types of totalitarian states are submitted to a careful social analysis. Underlying principles and current trends are emphasized, and prospects for future development are indicated. Functioning political institutions—Fascism, Nazism, Communism and Internationalism—are compared and differentiated. To be offered 1940-41.

Two periods per week for two semesters.

Four semester hours credit

Professor O'Connell, S.J.

**SOCIOLOGY 211—Rural-urban Sociology.**

A comparative survey of two great population masses the purpose being to show clearly the formative influence, alike on individuals and groups, which arises from environment, occupation, social interests, politics, etc. Attention is given to the insistent agricultural problems with their wide-spread influence, especially as they supply connections, culturally and functionally, between the rural and the urban groups.

Two periods per week for two semesters.

Four semester hours credit

Professor FitzGibbon.



**SOCIOLOGY 301—Seminar in Modern Sociological Problems.**

Primarily of interest to students who have taken Soc. I or its equivalent. The program is made up almost entirely of round table discussions. Short theses are prepared, read and discussed by the class members. In addition there are occasional lectures by the professor or guest-speakers prominent in their special field of social action.

Four semester hours credit  
Professor O'Connell, S.J.

**SOCIOLOGY 310—Sociological Research.**

The following research courses aim to widen the lecture field and to encourage individual concentration. Properly qualified students may enroll in these courses with the approval of the instructors in charge.

S. R. 311.	Sociological Theory	Professor FitzGibbon
S. R. 312.	Social Disorganization	Professor J. C. O'Connell, S.J.
S. R. 313.	Population Trends	Professor FitzGibbon
S. R. 314.	Basic Social Institutions	Professor Sullivan
S. R. 315.	Famulistic Types	Professor J. C. O'Connell, S.J.
S. R. 316.	Sociology of Nursing	Professor Sullivan
S. R. 317.	Criminology	Professor FitzGibbon
S. R. 318.	Cultural Dynamics	Professor J. C. O'Connell, S.J.
S. R. 319.	Social Histology	Professor J. L. Burke, S.J.
S. R. 320.	Sociological Factors in Public Health	Professor Sullivan
S. R. 321.	Comparative Sociology	Professor J. C. O'Connell, S.J.

### Scholarships

The establishment of Scholarships is greatly to be desired, for in this way many young men of excellent promise are given the advantage of a collegiate education which they could not otherwise obtain. To all who have at heart the best interests of youth is earnestly recommended this opportunity of spreading the beneficial influences of Catholic education and of enabling worthy young men to equip themselves for the higher spheres of life and thus to aid effectively both Church and State. By means of the established scholarships the Trustees of Boston College are able to provide education for promising students who are unable to pay the regular tuition fees.

All scholarships are accepted with the understanding that the amount to be applied to the holder of the scholarship will be only the income from the principal.

The holder of a scholarship will be required to maintain a high rank in his class for proficiency, diligence and good conduct. An average of 75 per cent must be attained by all who hold scholarships.

The Scholarship Funds contributed are recorded in the following list. It is required that the holder of a Scholarship make up the deficit, if any, between the available Annual Income and the Regular Tuition Fee of \$250.

#### THE WILLIAM CARDINAL O'CONNELL SCHOLARSHIPS

#### THE REVEREND TIMOTHY MAHONEY FUND

#### THE JEREMIAH J. FITZGERALD FUND

#### ST. MARY SCHOLARSHIPS

THE ELIZABETH ANN AHERN SCHOLARSHIP (Income on \$4040.)

THE MARGARET V. AHERN SCHOLARSHIP (Income on \$4000.)

THE MARTHA MOORE AVERY SCHOLARSHIP (Income on \$4000.)

Appointment to be made by the Moderator of the Philomatheia Club.

THE EDWARD I. BAKER SCHOLARSHIP (Income on \$1500.)

THE REVEREND HENRY BARRY SCHOLARSHIP (Income on \$1500.)

THE REVEREND GARRETT BARRY SCHOLARSHIP (Income on \$2500.)

THE TIMOTHY BARRY SCHOLARSHIP (Income on \$1000.)

THE JOHN D. BERRAN SCHOLARSHIP (Income on \$3000.)

THE REVEREND THOMAS F. BRANNAN SCHOLARSHIPS.

(Income on \$40,000.)

Established for deserving Roman Catholic boys. In the awarding of these Scholarships, preference is to be shown boys from St. Edward's Parish, Brockton, Mass.

## THE REVEREND WILLIAM P. BRETT, S.J., SCHOLARSHIP

(Income on \$2000.)

Founded by John A. Brett in favor of a deserving student who wishes to study for the Priesthood.

## THE MATTHIAS AND JOSEPHINE BROCK SCHOLARSHIP

(Income on \$2500.)

For a graduate of Holy Trinity School, Boston.

## THE JAMES AND ELLEN JOSEPHINE BROPHY SCHOLARSHIP

(Income on \$3000.)

## THE REVEREND FRANCIS BUTLER SCHOLARSHIP (Income on \$1500.)

Founded in January, 1910, by St. Leo's Parish, Dorchester.

## THE MARY BURKE BUTLER SCHOLARSHIP (Income on \$5000.)

## THE EDWARD J. BUTLER SCHOLARSHIP (Income on \$5000.)

## THE MICHAEL CARNEY SCHOLARSHIP (Income on \$4000.)

## THE REVEREND FATHER CHARLIER, S.J., SCHOLARSHIP

(Income on \$1500.)

Founded by the Immaculate Conception Conference of St. Vincent de Paul Society.

## THE CLASS OF 1916 SCHOLARSHIP (Income on \$2154.18.)

## THE TIMOTHY W. COAKLEY SCHOLARSHIP (Income on \$2000.)

## THE REVEREND THOMAS COGHLIN SCHOLARSHIP (Income on \$1500.)

## THE RIGHT REVEREND ARTHUR T. CONNOLLY SCHOLARSHIP

(Income on \$4000.)

To be awarded by the Reverend Pastor of the Church of the Blessed Sacrament, Jamaica Plain, to a boy living in that Parish who has had at least three years' attendance at the Cheverus Parochial School.

## THE CATHERINE MORONEY CONNOLLY SCHOLARSHIP

(Income on \$2000.)

## THE REVEREND WILLIAM E. CONROY, D.D., SCHOLARSHIP

(Income on \$3500.)

## THE JOHN F. CRONIN SCHOLARSHIP (Income on \$2000.)

Founded by John F. Cronin of Boston, in favor of any deserving young man who is without means of securing an education. All examinations for the same shall be held after due notice is given in at least two newspapers. In the event of no one applying to compete for the scholarship there is reserved the right of selection by His Excellency, the Archbishop of Boston.

## THE JANE CRONIN SCHOLARSHIP (Income \$568.66.)

## THE MARY EMELDA CURLEY SCHOLARSHIP (Income on \$5000.)

## THE DANA SCHOLARSHIP (Income on \$3000.)

## THE DAY SCHOLARSHIPS (Income on \$4200.)

THE REV. JOHN A. DEGAN SCHOLARSHIP (Income on \$4000.)

THE MARGARET M. DEVINE SCHOLARSHIP (Income on \$2000.)

THE HENRY DOHERTY SCHOLARSHIP (Income on \$1500.)

THE MARY AND SUSAN DOLAN SCHOLARSHIP (Income on \$5000.)

Founded by Reverend Michael Dolan of Newton. Two scholarships are for students from Our Lady's Parish, Newton, and one for a student from St. Peter's Parish, Lowell.

THE REVEREND MICHAEL DOLAN SCHOLARSHIP (Income on \$4500.)

To be awarded to graduates of the Grammar or High School of the Parish of Our Lady at Newton. Appointment to be made by Pastor or Archbishop of Boston.

THE JOHN AND MARGARET DONOVAN SCHOLARSHIP

(Income on \$2000.)

To be appointed by the Pastor of St. Francis de Sales Parish, Charlestown, Mass.

THE ELLEN DRISCOLL SCHOLARSHIP (Income on \$1500.)

THE CLARA C. AND MARY E. DUNN SCHOLARSHIP (Income on \$5000.)

To be awarded annually by vote of the Trustees to some deserving young man whose scholarship record entitles him to consideration and who is without means of paying the annual tuition.

THE JAMES W. DUNPHY SCHOLARSHIP (Income on \$3500.)

To be awarded to a student who wishes to enter the Seminary.

THE REVEREND MICHAEL EARLS, S.J., SCHOLARSHIP

(Income on \$1500.)

THE ERIN COURT, M. C. O. F. SCHOLARSHIP (Income on \$2000.)

Founded to promote Catholic Higher Education. This scholarship is to be awarded by competition among the sons of Foresters and preference given to a son of a member of Erin Court.

THE CHARLES T. FISHER SCHOLARSHIP (Income on \$4000.)

THE JEREMIAH J. FITZGERALD SCHOLARSHIP (Income on \$3000.)

THE BRIDGET FITZPATRICK SCHOLARSHIP (Income on \$2000.)

THE ROSE FITZPATRICK SCHOLARSHIP (Income on \$1500.)

THE REVEREND JOHN FLATLEY SCHOLARSHIP (Income on \$1500.)

THE REVEREND MICHAEL F. FLATLEY SCHOLARSHIP

(Income on \$1500.)

To be awarded to a deserving student of the parochial school of the Church of the Immaculate Conception, Malden.

THE REVEREND JOHN H. FLEMING SCHOLARSHIP (Income on \$5000.)

Preferably to a student of St. Mary's Parish, Dedham.

THE BRIDGET FLOOD SCHOLARSHIP (Income on \$1000.)

THE JOHN D. AND ELLEN FOLEY SCHOLARSHIP (Income on \$3311.67.)



- THE REVEREND THOMAS I. GASSON, S.J., SCHOLARSHIP  
(Income on \$2000.)
- THE ELLEN T. GAVIN SCHOLARSHIP (Income on \$2000.)
- THE REV. MICHAEL M. GLEASON SCHOLARSHIP (Income on \$4000.)
- THE JOHN J. GRIFFIN SCHOLARSHIP (Income on \$4000.)  
To be awarded to a young man who will study for the priesthood.
- THE ANNIE GRIMES SCHOLARSHIP (Income on \$1255.40.)
- THE MARY GRIMES SCHOLARSHIP (Income on \$1500.)
- THE CURTIS GUILD, JR., SCHOLARSHIP (Income on \$4000.)  
The beneficiaries are to be young men who, irrespective of race, color or creed, are American citizens or have declared their intention of becoming American citizens.
- THE CATHERINE AND PATRICK HARTNETT SCHOLARSHIP  
To prepare worthy young men for the Holy Priesthood.  
(Income on \$2423.64.)
- THE JAMES E. HAYES SCHOLARSHIP (Income on \$1500.)  
Founded by the State Council, Knights of Columbus.
- THE REVEREND JEREMIAH HEALEY SCHOLARSHIPS (Income on \$3000.)  
To be awarded to students who desire to prepare themselves for St. John's Seminary, Brighton.
- THE ELEANOR HEALY MEMORIAL SCHOLARSHIPS  
(Income on \$10,312.93.)  
To be awarded to students who will study for the priesthood.
- THE REVEREND JOHN F. HEFFERNAN SCHOLARSHIP  
(Income on \$5000.)
- THE CORNELIUS AND MARY HERLIHY SCHOLARSHIP  
(Income on \$5000.)
- THE DR. JOHN A. HORGAN SCHOLARSHIP (Income on \$2000.)  
Founded by the Misses Horgan in memory of their brother.
- THE MATTHEW HORGAN SCHOLARSHIP (Income on \$2000.)  
Founded by his children in affectionate memory of a devoted father and a faithful defender of religion.
- THE JOHN W. HORNE SCHOLARSHIP (Income on \$1000.)
- THE TIMOTHY A. HURLEY SCHOLARSHIP (Income on \$1200.)
- THE ANNIE HUSSEY SCHOLARSHIP (Income on \$2000.)
- THE MARY G. KEEFE SCHOLARSHIP (Income on \$1500.)
- THE REV. GEORGE A. KEELAN, S.J., SCHOLARSHIP  
(Income on \$2000.)
- THE MARY CATHERINE KEITH SCHOLARSHIPS (Income on \$50,000.)
- THE SARAH KELLEHER SCHOLARSHIP (Income on \$1500.)

THE MICHAEL J. KELLEY SCHOLARSHIP (Income on \$2000.)

THE KATHERINE KILROY SCHOLARSHIP (Income on \$2000.)

THE MARY KRAMER SCHOLARSHIP (Income on \$1500.)

THE LOYOLA SCHOLARSHIPS (Income on \$5000.)

Founded by Reverend Thomas Scully.

THE LOYOLA GUILD SCHOLARSHIPS (Income on \$16,000.)

Reverend John Bapst, S.J.

Reverend E. V. Boursaud, S.J.

Reverend Alphonse Charlier, S.J.

Reverend Edward I. Devitt, S.J.

Reverend Robert Fulton, S.J.

Reverend John McElroy, S.J.

Reverend Thoms I. Gasson, S.J.

Brother Timothy Fealey, S.J.

THE REVEREND THOMAS B. LOWNEY SCHOLARSHIP (Income on \$3000.)

THE EUGENE LYNCH SCHOLARSHIP (Income on \$4000.)

THE HANNAH MCCARTHY SCHOLARSHIP (Income on \$1500.)

THE REVEREND JOHN W. MCCARTHY SCHOLARSHIP

(Income on \$2759.42.)

For a student from the Sacred Heart Parish, Fall River, Mass.

THE PATRICK F. MCCARTHY SCHOLARSHIP (Income on \$1500.)

THE HANNAL McDONOUGH SCHOLARSHIPS (Income on \$10,000.)

For student or students who is or are studying for the priesthood.

THE REV. JOHN E. MCELROY, S.J., SCHOLARSHIP (Income on \$2000.)

THE REVEREND THOMAS P. MCGINN SCHOLARSHIP

(Income on \$4000.)

To be appointed by the Pastor of St. John's Church, Peabody, in conference with the Leo Guild.

THE HENRY P. MCGLINCHY, S.J., SCHOLARSHIP (Income on \$6250.)

THE CATHERINE MCGRATH SCHOLARSHIP (Income on \$4000.)

THE CATHERINE AND SARAH MCHUGO SCHOLARSHIP

(Income on \$2000.)

THE ANNA B. MCKENNA SCHOLARSHIP (Income on \$5000.)

THE REVEREND JOHN W. MCMAHON AND ROSE A. MCMAHON

SCHOLARSHIP (Income on \$4000.)

The holder of this scholarship is to be determined by the Reverend pastor of St. Mary's Church, Charlestown, Mass., and his selection is to be limited to a young man who is a present or past member of said parish, preferably, a graduate of St. Mary's School. If the Reverend pastor or the one designated by him does not exercise his right, the holder of said scholarship will be determined by the Reverend President of Boston College.

## THE RIGHT REVEREND MICHAEL T. McMANUS SCHOLARSHIP

(Income on \$3000).

To be appointed by Sister Superior of St. Mary's Parochial School, Brookline.

## THE CATHERINE DONOVAN McMANUS SCHOLARSHIP

(Income on \$3276.)

To be awarded to a student from the parish of St. Francis de Sales, Charlestown, Mass.

## THE MARY A. MAGENIS SCHOLARSHIP (Income on \$4000.)

## THE MARY MALONEY SCHOLARSHIPS (Income on \$4000.)

## THE MARY AND FRANCIS SCHOLARSHIP (Income on \$1500.)

To be awarded to a student who will study for the Church.

## THE REVEREND JOSEPH F. MOHAN SCHOLARSHIPS

(Income on \$13,829.51.)

To be awarded to students from the Immaculate Conception parish, Everett, Mass.

## THE SOPHIA MUNDY SCHOLARSHIP (Income on \$1500.)

## THE WILLIAM MURPHY SCHOLARSHIP (Income on \$5000.)

## THE REVEREND FATHER NOPPER, S.J., SCHOLARSHIP

(Income on \$1500.)

Founded by the Holy Trinity Parish, Boston.

## THE ELIZABETH O'CONNELL SCHOLARSHIP (Income on \$1000.)

Founded by Mrs. Elizabeth O'Connell. Appointment to this scholarship to be made by the O'Connell family.

## THE FREDERICK P. O'CONNELL SCHOLARSHIP (Income on \$2000.)

Founded by Mrs. Elizabeth O'Connell. Appointment to this scholarship to be made by the O'Connell family.

## THE JOHN AND MARY ELLEN O'CONNOR SCHOLARSHIP

(Income on \$2500.)

## THE REVEREND MAURICE J. O'CONNOR, D. D. SCHOLARSHIP

(Income on \$7500.)

## THE HENRY O'DONNELL SCHOLARSHIP (Income on \$2000.)

## THE MARY J. O'DONNELL SCHOLARSHIP (Income on \$2000.)

## THE JOHN O'HARE SCHOLARSHIP (Income on \$3000.)

## THE DR. WILLIAM J. O'REILLY SCHOLARSHIP (Income on \$3579.)

(To be appointed by the Dean of Boston College).

## THE ORR SCHOLARSHIPS (Income on \$3000.)

## THE REVEREND DENNIS O'SULLIVAN, S.J., SCHOLARSHIP

(Income on \$2000.)

Founded in memory of the late Reverend Dennis T. O'Sullivan, S.J.

THE HUMPHREY J. O'SULLIVAN SCHOLARSHIP (Income on \$3000.)

To be appointed by the Pastor of St. Patrick's Church, Lowell.

THE GRACE PARKMAN SCHOLARSHIP (Income on \$2000.)

THE MONSIGNOR GEORGE J. PATTERSON SCHOLARSHIP

(Income on \$5000.)

THE JOSEPH C. PELLETIER SCHOLARSHIP (Income on \$4000.)

THE JAMES PHELAN SCHOLARSHIP (Income on \$5000.)

THE PHILOMATHEIA SCHOLARSHIP (Income on \$3000.)

THE REVEREND JAMES M. PRENDERGAST SCHOLARSHIP

(Income on \$4000.)

THE REVEREND JEREMIAH M. PRENDERGAST, S.J., SCHOLARSHIP

(Income on \$1500.)

THE THOMAS RILEY SCHOLARSHIP (Income on \$2000.)

Founded by Mrs. Margaret A. Riley, in affectionate memory of a devoted husband and a generous patron of letters.

THE REVEREND DANIEL C. RIORDAN SCHOLARSHIP (Income on \$4000.)

THE VINCENT P. ROBERTS SCHOLARSHIP (Income on \$4000.)

THE ROCKWELL SCHOLARSHIP (Income on \$1500.)

Founded in memory of the late Horace T. Rockwell.

THE VERA RYAN SCHOLARSHIP (Income on \$2500.)

Founded in memory of Miss Vera Ryan by her sisters, preferably for a student with religious vocation.

THE BERNARD SCALLEY SCHOLARSHIP (Income on \$1500.)

THE REVEREND WILLIAM J. SCANLON SCHOLARSHIP

(Income on \$2000.)

THE MARY ANN SCOTT SCHOLARSHIP (Income on \$2321.40.)

To be awarded to a student who wishes to study for the priesthood, preferably to one who desires to enter a Religious Order.

THE DENNIS J. SEXTON SCHOLARSHIP (Income on \$1000.)

THE JOSEPH F. SINNOTT SCHOLARSHIP (Income on \$1500.)

THE SISTER MARITERESE SCHOLARSHIP (Income on \$1000.)

THE ST. CATHERINE'S GUILD SCHOLARSHIP (Income on \$2000.)

THE REVEREND JAMES F. STANTON SCHOLARSHIP (Income on \$4000.)

THE REVEREND DENNIS SULLIVAN SCHOLARSHIP

(Income on \$2562.50.)

THE ELLIE MULLEN SULLIVAN SCHOLARSHIP (Income on \$2000.)

THE JOHN SULLIVAN SCHOLARSHIP (Income on \$2000.)

THE MICHAEL H. SULLIVAN SCHOLARSHIP (Income on \$2000.)

THE ELIZABETH C. SUPPLE SCHOLARSHIP (Income on \$2000.)



- THE REVEREND JAMES N. SUPPLE SCHOLARSHIP (Income on \$1500.)  
To be awarded to a worthy student from the Parish of St. Francis de Sales, Charlestown, who desires to study for the priesthood.
- THE REVEREND MICHAEL J. SUPPLE SCHOLARSHIP (Income on \$1500.)  
To be awarded to a deserving student from the Parish of St. Francis de Sales, Charlestown.
- THE RIGHT REVEREND MONSIGNOR JOSEPH V. TRACY SCHOLARSHIP  
(Income on \$12,000.)  
To be awarded to the two most successful young men graduating from the St. Columbkille Parish High School.
- THE CECILIA TULLY SCHOLARSHIPS (Income on \$4000.)
- THE MARGARET TULLY SCHOLARSHIP (Income on \$2000.)
- THE LEMUEL P. VAUGHAN SCHOLARSHIP (Income on \$2000.)
- THE CATHERINE R. H. WALLACE SCHOLARSHIP (Income on \$2000.)
- THE ANNA WARD SCHOLARSHIPS (Income on \$6000.)
- THE REVEREND TIMOTHY J. WOODS SCHOLARSHIP (Income on \$5000.)

### Fellowships

- THE CHARLES J. O'MALLEY FAMILY FELLOWSHIPS OF BOSTON COLLEGE  
(Income on \$40,000.)  
Founded by Mr. and Mrs. Charles J. O'Malley to enable students graduating from the College of Arts and Sciences of Boston College to pursue graduate studies in the Boston College Graduate School. The assignment and allocation of these fellowships and the period of individual tenure are to be determined solely by the President and Trustees of Boston College.

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### College Organizations

Besides the traditional class-room matter and methods, there has always been from the beginning at Boston College, as at all Jesuit institutions, sedulous care paid to those other activities so important in the development of youth, which are only coming to be recognized today in so many other places under the name of "Extra-curricular activities." In the last analysis, all these activities are but a development of and a supplement to the courses of study in the regular curriculum, providing an opportunity for certain profitable academic exercises which cannot be conveniently attempted in ordinary class work. As such, they were outlined as long ago as 1599 in many places of the Jesuit "Ratio Studiorum," especially under the heading of "Academies," and activities of this nature have always been a notable feature of Jesuit education.

### League of the Sacred Heart

The League of the Sacred Heart and the Apostleship of Prayer are devotions whose aim is to keep alive in the students the devotion to the Sacred Heart of Our Lord. The activities of the League center around the day which is especially dedicated to the Sacred Heart, the First Friday of every month. On this day the classes assemble in groups for devotions, consisting of a sermon on some topic connected with the Sacred Heart, the recitation of the Act of Reparation and Benediction of the Blessed Sacrament.

REV. JAMES L. McGOVERN, S.J.

### Sodality of the Immaculate Conception

The Sodality of the Immaculate Conception is the leading spiritual organization in every Jesuit College and is composed of those students who seek first the personal sanctification of their own lives and secondly the active participation in the work of Catholic Action. All the activity of the organization is performed under the special patronage of the Mother of God and each sodalist adopts her as his patroness. Since the sodality was instituted in a Jesuit College for men, it formulates a program which will interest Catholic College men in a spiritual, intellectual and social aspect.

The activities are divided into an internal and external program. The internal program presents lectures, debates, informal discussions at the regular weekly meetings. Once a month the members assemble in chapel for meditation and benediction. The external activities provide interest for many students of varied extra-curricular desires such as outside lectures and debates, settlement house work and guidance for the blind. The sodality by its program hopes to stir up in its members a greater interest in the doctrines of the Church and to bring its members to be real Christlike children of Mary.

*Moderator:* REV. FRANCIS J. COYNE, S.J.

*Assistant:* REV. ALEXANDER G. DUNCAN, S.J.

### Honor Society

#### The Order of the Cross and Crown

Though the spirit of Boston College is preeminently democratic, the school does not fail to recognize degrees of perfection in student achievement. In every democracy there are the "aristoi" or "best men" who generously give of themselves and their talents for the guidance of their State and the sustenance of her spirit. So it is also in college life. Democratic though it is, there are always "the best men" groups, and these are they whom Boston College forms into an honor society, "The Order of the Cross and Crown," an organization which is reserved to members of the Senior Class who have achieved distinction during their

first three years, both in studies and extra-curricular activities. Any Senior who is a true leader will have won for himself a place in the Order of the Cross and Crown and every worthwhile Freshman will make such a place his ultimate ambition before he has spent even one month at Boston College. Admission is automatic and founded solely on achievement.

*Moderator:* REV. JOHN J. LONG, S.J.

### Dramatic Society

The Dramatic Society offers an excellent opportunity to those who wish to develop stage presence, poise, and the art of self-expression. The Society plans to present two outstanding plays this season, the first of which is already in production. Tryouts which are open to all classes are held before each production and the candidates are judged on voice, stage presence, and audience contact. Those interested in stage work will gain valuable experience by joining the Society.

*Moderator:* REV. DAVID R. DUNIGAN, S.J.

*Coach:* REV. JOHN L. BONN, S.J.

### Music Clubs

The Music Clubs, comprising Glee Club and Orchestra, offer students an opportunity of continuing study in music and aim at development in appreciation of the art. Glee Club members avail themselves of knowledge in the fundamental principles of voice culture and have occasion to learn work, as in the past year, in folk-songs, motets, dramatic music and old liturgical polyphony. Members of the orchestra have ample opportunity to advance their particular instrumental study. Natural talent in prospective soloists, vocal and instrumental, is carefully developed. The clubs give many concerts during the season ending with the annual concert held in Boston which is always one of the outstanding social events of the year.

*Moderator:* REV. FRANCIS FLAHERTY

*Assistant:* REV. THOMAS M. LANNON, S.J.

### Pre-Medical Seminar

The Pre-Medical Seminar has for its purpose a better understanding of various phases of medical education and medical practice, and the discussion of modern topics which concern both medicine and morality. It also serves as a common bond of union for the Senior Pre-Medical students, who are prevented by a strenuous class and laboratory schedule from sharing many of the extra-curricular activities of the College. In this Seminar the students find a means of greater co-operation with their professors and a more intelligent appreciation of their special advantages, as well as the development of deeper friendships among themselves.

*Moderator:* REV. FRANCIS J. DORE, S.J.



### Fulton Debating Society

Since 1868 when Father Robert Fulton, S.J., organized the Senior Debating Society, debating has been a major activity at Boston College. In 1890, the Society took the name of its founder. Today the Fulton, with its yearly schedule of ten or more intercollegiate debates, and weekly debates within the Society, develops the capacity of thinking clearly and quickly in the stress and strain of hostile contention, and it offers to Juniors and Seniors a splendid opportunity to prepare themselves for an active part in public life.

*Moderator:* REV. RICHARD G. SHEA, S.J.

*Assistant:* REV. FREDERICK L. MORIARTY, S.J.

### Marquette Debating Society

This Society, limited to the Freshman and Sophomore classes, emphasizes the necessity of purity of diction and precision of logic in forensic eloquence. A weekly debate with open forum enables the student to put the fundamental rules into practice and receive helpful criticism and correction. During the year extensive competition is given the society through Parish and Intercollegiate debates.

*Moderator:* REV. RAYMOND F. X. CAHILL, S.J.

*Assistant:* REV. EDMOND D. WALSH, S.J.

### Law and Government Academy

The Law and Government Academy offers to students the opportunity for advanced study in the fields of Law and Government. Members are required to present weekly talks on present-day problems and present-day law cases. It is the purpose of the club to develop in its members the ability to deliver discourses on these topics before an audience. The club is open to students of Law and Government.

*Moderator:* DR. HARRY M. DOYLE.

### Economics Academy

This Academy, inaugurated in 1933, enables the student of Economics to examine more thoroughly the modern economic problems of our times, in the light of the principles enunciated in the classes of Economics. Timely topics, assigned under direction to each member, are discussed in detail in a weekly seminar, giving the members an opportunity for acquiring the ability to talk understandingly on our present economic problems, and to increase their knowledge of current events in the realm of Economics by mutual discussion and interchange of opinion.

*Moderator:* MR. ROBERT J. BUCK.



### Philosophy Academy

The Philosophy Academy, an organization conducted for Juniors and Seniors only, affords its members opportunity to study and discuss general philosophical principles and apply these principles to social and political questions of the day.

*Moderator:* REV. JOHN A. MCCARTHY, S.J.

### The Chemists' Club

The Chemists' Club has for its object a more complete understanding of the practical applications in industry, medicine, etc., of the fundamental principles which its members are studying in their courses in Chemistry, the introduction of its members to the many fields of chemical endeavor and to aid them in choosing a field suitable to their talents and interests, and to promote a closer union among its members, who because of their heavy laboratory schedule have not the time to participate in many extra-curricular activities, so that they may mutually help one another. To attain these objects, lectures are given every other week by representatives of various industries and professions involving Chemistry, and at regular intervals papers are read and discussions are held by the members themselves concerning the latest advances in chemical fields. Membership is open to students pursuing any scientific or pre-medical course who have successfully completed one semester in Chemistry. The Club has its own publication, a bimonthly magazine, *The Crystal*.

*Moderator:* REV. ANTHONY G. CARROLL, S.J.

### The Classics Academy

The Classics Academy offers to students who are interested in the Classics the opportunity for further study in Latin and Greek Literature through reading and discussion of the literature and the philosophy of the Golden Ages of Greece and Rome. The Academy has its own publication.

*Moderator:* REV. OSWALD A. REINHALTER, S.J.

### The Italian Academy

The Italian Academy aims to foster an intimate knowledge of the masterpieces of Italian literature through readings and discussions which are conducted at the weekly meetings.

*Moderator:* DR. GINO DE SOLENNI.

### **The German Academy**

The outstanding classics of German literature form the subject of the readings and discussions of the German Academy. This organization meets each week for this purpose. At each meeting a paper on some assigned topic is read.

*Moderator:* DR. PAUL BOULANGER.

### **The Writers' Club**

The members of the Writers' Club meet weekly to read their own compositions in prose or in verse. Each member of the Club offers a criticism of the works read, offers suggestions, and emendations. Through mutual aid of this type much is done to improve the literary style of the members of this organization.

*Moderator:* REV. THOMAS B. FEENEY, S.J.

### **Radio Club**

The Radio Club was organized in 1919. Its purpose is to inculcate and develop in the students an intimate knowledge of the modern applications of radio telegraphy and telephony. The original equipment was a gift of His Eminence, William Cardinal O'Connell, D.D., Archbishop of Boston. With the march of progress in the science of radio many radical changes in the equipment have taken place. At the present time the station, operating under the official call letters W-1PR, is equipped with a one-hundred watt continuous wave transmitter, operating on the amateur harmonically related transmission bands. In addition an experimental 56 to 60 megacycle transmitter and receiver forms an auxiliary unit for telephonic and telegraphic operation in the quasi-optical portion of the spectrum. The main receiving equipment is of the most modern short-wave super-heterodyne type that responds to all amateur and important commercial frequency bands. The signals from W-1PR have been heard the world over, and the receiving equipment is equally effective. The station is located in the Department of Physics. The elevation of the second floor of the Science Building, where the transmitter is situated is 220.7 feet above mean sea level, and its latitude is  $42^{\circ} 20' 8.6''$ , and its longitude is  $71^{\circ} 10' 5.6''$ .

*Moderator:* REV. JOHN A. TOBIN, S.J.

### Ricci Mathematics Academy

The Ricci Mathematics Academy, named in honor of Father Ricci, S. J. — a zealous missionary in China and renowned mathematician during the early years of the Society of Jesus —, aims to impart a cultural background which will enable those interested to appreciate the significance of recent development in Mathematics. It offers the student an opportunity to suggest his own problem and present it before the members at a regular meeting. The Academy is open to Sophomores and Freshmen and meets on the first and third Thursdays. The policy followed is to have a member of the Mathematics faculty speak at every second meeting. Usually two student members read papers, one historical and the other mathematical, and these papers are published in the Academy's publication, Ricci Mathematical Journal.

*Moderator:* REV. JOHN F. CAULFIELD, S.J.

### French Academy

The French Academy serves primarily to aid its members in exercising themselves in the conversational use of the French tongue, to encourage interest in French Literature and reading in the better French authors, to produce and present from time to time academic exercises in French, plays, debates, oratorical contests. Meetings are held weekly, consisting of readings from French, literary analysis of texts, translation of excerpts, lectures, debates or dramatic productions, followed by an informal period of discussion, criticism and coaching.

*Moderators:* MR. TIMOTHY J. BURKE, MR. ERNEST A. SICILIANO

### Spanish Academy

The Spanish Academy meets weekly after the afternoon classes. This club is designed to supplement the regular class work by furnishing the student an opportunity to increase his knowledge and enhance his appreciation of the Spanish language and literature. The programs are arranged to include informal discussions on current happenings, study and presentation of dramas and debates. Discourses on Spanish history and literature will be given by invited lecturers.

*Moderator:* DR. EDUARDO AZUOLA

### Von Pastor Historical Society

The Ludwig von Pastor Historical Society is composed of students from all classes who are especially interested in the field of History, and who wish to pursue historical studies beyond the scope of the regular courses. The society meets each week for a lecture or a general discussion.

In the meetings for discussion, some one historical phase or movement is treated throughout the year.

*Moderator:* REV. MAURICE F. REIDY, S.J.

### Boston College Athletic Council

*Chairman:* JOHN P. CURLEY, '13

Frank Leahy	Frederick Maguire
Edward McKeever	John A. Ryder
John Druze	John A. Kelley

### Graduate Advisory Board

1940-41

*Director:* REV. MAURICE V. DULLEA, S.J.

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### Boston College Alumni Association

#### OFFICERS

#### EXECUTIVE COMMITTEE

*President:* Francis J. Roland, '19

*First Vice-President:* Jeremiah W. Mahoney, '21

*Second Vice-President:* John A. Canavan, '18

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*Secretary:* John C. Holbrow, '24

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*Executive Secretary,* John C. Gill, '31

*Faculty Adviser,* Rev. Francis E. Low, S.J., '11



## Student Publications

## THE BOSTON COLLEGE STYLUS

THE BOSTON COLLEGE STYLUS is published monthly from November to May by the students of the College of Arts and Sciences. Its aim is to cultivate and maintain literary excellence among the students by stimulating interest in writing for publication.

*Director:* REV. WILLIAM J. LEONARD, S.J.

*Assistant:* REV. ROBERT D. O'BRIEN, S.J.

## THE BOSTON COLLEGE HEIGHTS

THE BOSTON COLLEGE HEIGHTS, founded in 1919, is the official news organ of the College. It is a weekly newspaper written and published by the students for the purpose of publicising the activities of the various schools. It also serves as a bond between the undergraduate body and the alumni.

*Director:* REV. FRANCIS J. MACDONALD, S.J.

## THE SUB TURRI

THE SUB TURRI is the annual publication of the Seniors of the College of Arts and Sciences. It is a pictorial chronicle of the activities of the class during the four years of its undergraduate life.

## THE CRYSTAL

THE CRYSTAL is a monthly publication written by the students of Chemistry for the purpose of recording the result of the work accomplished in that department and of giving critical comment on the various chemical theories of to-day.

*Director:* REV. ANTHONY G. CARROLL, S.J.

### THE SCHOOL OF LAW

The School of Law was established by vote of the Trustees in 1929. From 1929 to 1937 the School was located in The Lawyers' Building, 11 Beacon St., Boston. On Sept. 1, 1937, specially arranged quarters were taken in the New England Power Building, 441 Stuart St., Boston.

#### "An Approved Law School"

From the very beginning in 1929 the School of Law adopted the Standards for legal education established by the American Bar Association. Three years later on November 25, 1932, the School was rated as an "Approved Law School" by the Council on Legal Education of the American Bar Association. On December 29, 1937, the Law School was admitted to the Association of American Law Schools. The Law School is also duly registered and approved by the New York State Department of Education.

#### Scholastic Requirements of Candidates

Students entering the Boston College School of Law, as candidates for any degree within the scope of the School, must be at least eighteen years of age and will be required,

- (a) To be college graduates possessing a Bachelor's degree from a college or university of good standing, or
- (b) To have completed at least one-half of the work acceptable for a Bachelor's degree granted on the basis of a four-year period of study in an approved institution. Such work must have been passed with a scholastic average at least equal to the average required for graduation in the institution attended.

A satisfactory certificate from the Registrar of the college attended containing a transcript of the record of study must be sent direct to the Dean of Boston College Law School.

Candidates for the first degree, namely, Bachelor of Laws, must be in attendance during a period of not less than ninety weeks in the day school or one hundred and forty-four weeks in the evening school, and must successfully complete course totaling in time at least ten hundred and eighty hours of class room instruction. Grades of scholarship, upon which the awarding of a degree is made, shall be determined by examination.

#### Day School Sessions

The regular sessions of the day school will be held on every week day, except Saturday, beginning at 9 a. m. Special classes, extra lectures, and court practice sessions will be arranged at convenient times during the school year. From twelve to fourteen hours of class room instruction will be required each week. The complete day course covers three years.

### Evening School Sessions

The evening school will provide the equivalent of the full-time course which is arranged for the day school. Four years of thirty-six weeks each will be required to complete the course. Nine hours of instruction will be provided each week as follows:—

Mondays, Wednesdays and Fridays—3 hours; 5.30 to 9.30 p.m.

### Admission Procedure

1. Those desiring admission to the Law School should communicate with the Dean, Boston College Law School, New England Power Building, 441 Stuart Street, Boston. Application blanks and complete information regarding entrance requirements will then be furnished.
2. Applications are to be made in writing upon the official form.
3. Official transcripts of College records (and of Law School records, in the case of applicants for advanced standing) should be filed within twenty days of registration.
4. A personal interview or an examination may be required by the Committee on Admissions.
5. Notification of the action of the Committee will be sent to the applicant after the application has been completed.

### Fees

Tuition Fee—Payable in quarterly installments at Registration and on the first Monday of November, February and April.

For morning courses—annual.....\$220.00

For evening courses—annual..... 175.00

Matriculation Fee—Payable at first term

For new students ..... 5.00

For old students ..... 1.00

Institution Fee—Payable at registration each year ..... 10.00

For part-time students—per semester hour ..... 12.50

Deficiency and special examination fee ..... 5.00

Graduation Fee—Payable before final examinations ..... 15.00

### Degrees

The Degree of Bachelor of Laws will be conferred on students who have attained the age of 21 years and who have completed successfully the indicated work in the Law School. The course must be extended over three years in the case of students who attend the day sessions and over four years in the case of those who attend the evening sessions.

Degrees with honors earned in course will be awarded as follows: the degree LL. B summa cum laude to students having an average of 80 or over; the degree LL.B magna cum laude to students having an average throughout the law course of 77 to 79 inclusive; the degree LL.B cum laude to students having an average throughout the law course of 73 to 76 inclusive; provided that candidates for the degree LL.B summa cum laude and for the degree LL.B magna cum laude attain an average of A in every year of the law course; and also provided that candidates for the degree LL.B cum laude attain an average of B in every year of the law course.

Courses leading to the degree of Master of Laws have not yet been established.

### Purpose and Method of Instruction

The prime purpose of a course in law is to provide adequate preparation for the practice of law in any state, and for this reason the general principles of the common law are emphasized. As a result, the student is better qualified to enter the general practice of law than would be the case if instruction were narrowly limited to one particular jurisdiction. Comparative study is made of decisions in all jurisdictions where the English System of law prevails with special attention being given to Massachusetts, the other New England States, and New York State.

The case method of legal education, as followed in the School of Law from the very beginning of the school conforms to the practice in the leading law schools of the United States today. By this method the student is trained in the art of legal analysis and in the solution of legal problems by a process of logical reasoning. This is accomplished by assigning to students the study of cases in standard case books after which the correct principles of law are discussed and clarified in class.

Courses in Administrative Law, Labor Law, Taxation, Tax Accounting, have been added recently to the curriculum.

### Law Library

The law library of over 14,000 volumes contains cultural works, standard texts, and reference material, including Massachusetts Reports, Statutes and Digests; State Reports and Statutes, and National Reporter System; United States Supreme Court Reports (with Rose's Notes) and



Digest; Corpus Juris; Ruling Case Law; American Digest System; Lawyer's Reports Annotated; American Law Reports; American Decisions; American Reports; American State Reports; English Ruling Cases; British Ruling Cases; English Reprint; English Law Reports; The Canadian Abridgement; United States Code Annotated; Shepard's Citations, Law Reviews, texts and treatises. Students are trained in the use of all the books in the law library. The library is open daily from 8:30 A.M. to 9:30 P.M.

### Student Organizations

To inform students of the practical side of the law and to give them an appreciation of the legal profession and the attainments of outstanding men in the legal field, various types of student activities are developed.

#### Nisi Prius Club

This Club is composed of selected students from all classes. The Club has its own officers and devotes its attention to the study of questions pertaining to procedure in the courts. Judges, clerks of court, registers of probate and of deeds, and prominent members of the bar are invited to address the club at monthly or bi-monthly meetings.

#### Law Clubs

Law Clubs are organized for students in small groups of eight or ten members. Membership is voluntary. Each club is under the direction of a competent leader who is a practicing attorney, and students are instructed in the preparation of cases for trial. Directions are given for searching the law governing the case assigned for trial and practice is provided in writing briefs and in arguing the case before a Chief Justice. Two students are assigned as attorneys for the plaintiff and two for the defendant. After the trial the judgement of the court is given on the merits of the case, on the value of the briefs and the arguments of both parties.

All the students in the school are advised to participate in the law club work, since this practice supplies what otherwise might be a necessary course in the law school curriculum on brief-writing and argumentation. The practical value of this training is very great. It teaches the use of the law library and prepares students for the actual law work which they must do later as practising attorneys in advising clients about the law on disputed cases which may come to them. The

study of law is intensified by the realization that even as a law student care must be exercised in protecting the rights of the client. The student realizes that he must not only know the law but be able to organize authorities on his side of the question in an impressive brief, and then be ready to sustain his case with sufficient arguments to warrant a decision in his favor.

Inter-club competition is arranged and final trials are held before Judges of the Court who are invited to co-operate in this activity.

A prize of two hundred dollars, one-half contributed by the Honorable John E. Swift, Justice of the Superior Court, and one-half contributed by the President of Boston College, is awarded annually to the law club winning the final competition.

### **Purpose and Method of Instruction**

The prime purpose of a course in law is to provide adequate preparation for the practice of law in any state, and for this reason the general principles of the common law are emphasized. As a result, the student is better qualified to enter the general practice of law than would be the case if instruction were narrowly limited to one particular jurisdiction. Comparative study is made of decisions in all jurisdictions where the English System of law prevails with special attention being given to Massachusetts, the other New England States and New York State.

The case method of legal education, as followed in the School of Law from the very beginning of the school, conforms to the practice in the leading law schools of the United States today. By this method the student is trained in the art of legal analysis and in the solution of legal problems by a process of logical reasoning.

For further information address

The Secretary

Boston College Law School

New England Power Building

441 Stuart St., Boston

## BOSTON COLLEGE SCHOOL OF SOCIAL WORK

126 Newbury Street

Boston, Massachusetts

## GENERAL STATEMENT

The Boston College School of Social Work is a graduate school, organized on a professional level and conducted under the auspices of the Jesuit Fathers of Boston College. The School was organized for the purpose of meeting definite needs in the Field of Social Work. Hence, the responsibility which the School of Social Work has assumed is that of offering to prospective social workers a substantial professional training, both theoretical and practical, which will equip them not only with trained minds, courageous hearts and sympathetic attitudes, but which will give them a sound philosophy of life and a clear philosophy of social work as well.

While Boston College is fully aware of the importance of professional and academic standards, it cannot be unmindful of its responsibility as a Catholic institution. Hence, the School of Social Work is very definitely committed to the intention of impregnating the entire curriculum with the principles of Christian philosophy. The School, therefore, purports to accomplish two very definite tasks—1) a synthesis of Catholic principles and social work techniques; 2) the development of a substantial spirituality on the part of prospective social workers.

## Program of the School

The School of Social Work is a member of the American Association of Schools of Social Work and is organized to meet all the professional requirements. The School aims to give its students a sound technical training. The training period consists in two years of application, the first of which is devoted to generic social work, while the second is spent in a specialized area of social work. The program is conducted on a full-time basis; there are no part-time courses. The curriculum, organized on the semester plan, consists of academic courses, conducted on a graduate level, joined with supervised field work in recognized agencies. The prevailing method of class instruction is a combination of formal lectures, presentation of illustrative material from case records and directed discussion.

The field work program of the School is carried on in close correlation with the classroom instruction. The first-year student is placed in a private family agency three days a week for his entire first year. Second-year students are assigned to agencies in their fields of specialization, such as, Child Welfare, Community Organization, Public Welfare Departments, Correctional Agencies, etc. The Field Work Program



of the School is under the jurisdiction of the Director of Field Work, who, in conjunction with a full-time Assistant, works out plans with the Agency Supervisors who accept the responsibility of training the students.

### **The Field of Social Work**

The field for which the School of Social Work prepares its graduates is the field of public and private social work and its principal ramifications. Professional preparation may lead to a variety of opportunities in the four major portions of the field, i.e., in the fields of Social Case Work, Social Group Work, Social Planning and Social Research. Some of these activities are carried on under public auspices, either Federal, State or Municipal, while others are conducted under private auspices, either sectarian or non-sectarian.

### **Location and Facilities**

The School is situated at 126 Newbury Street, in the Back Bay of Boston, easily accessible from the North and South stations by subway, and sufficiently near the center of the social work activities of the City. The School is located on the third floor of the building.

The School does not maintain residence halls for students, but information concerning residence facilities can be had on application to the Administrative Assistant.

### **Schedule**

The academic year opens with registrations about the middle of September, and closes about the end of May. Classroom instruction is given on Thursday, Friday and Saturday of each week, while Mondays, Tuesdays and Wednesdays are devoted to Field Work. Classes are held from 9:00 o'clock in the morning until 1:00 o'clock in the afternoon.

### **Unit of Credit**

The unit of credit in academic courses is the point (semester-hour). A point represents one academic hour a week of classroom instruction per semester. One credit point in field work represents the equivalent of 46.8 hours of supervised practice.

### **Admission Requirements**

Admission to the School is determined by two factors: academic preparation and personal fitness for the work.

### **Academic**

The candidate must present a baccalaureate degree from an accredited college, with an undergraduate background of at least twenty semester-hours in Social and Biological Sciences; i.e., such courses as Economics,



Ethics, History, Political Science, Sociology, Psychology, Education and Biology. A transcript of the college grades must be submitted, and a good average must have been maintained throughout the entire course. Applicants who have had no training in Scholastic Philosophy will ordinarily not be accepted;—wherever an exception is made, it is with the understanding that the deficiency will be corrected prior to candidacy for the Master's degree. Students contemplating the Medical Social Work field must present a minimum of six semester-hours in Biology, Anatomy, Physiology, Chemistry or Foods and Nutrition.

### Personal

The applicant must give evidence of good health, emotional balance, mental maturity, high moral purpose, and scholarly habits. It must be clear from the outset that the applicant has a wholesome and genuine interest in people, is temperamentally suited for the work, and in general is possessed of a character and disposition that will make for leadership in the field. Persons under twenty-one years and over forty are not accepted, save for special reasons. References are exacted from four individuals who know the candidate, two of whom must be members of the faculty where the student completed his college courses. A personal interview is required of each applicant before acceptance and a health certificate will be required before admission.

### Requirements for Degree

The degree of Master of Science in Social Work is granted upon the satisfactory fulfillment of the School's requirements, provided the prescribed program is completed within six years from first registration. Should the candidate fail to receive the degree within the time prescribed, all claims or rights to continue working for a longer period for the degree, or to have any or all of his work already accomplished credited in fulfillment of the requirements for the same degree are ipso facto forfeited and annulled. The requirements for the degree are as follows:

#### Credit Points

A total of sixty credit points:—

- 36 points in courses
- 20 points in field work
- 4 points for thesis

I Courses (36 points required)	Points
A. Required Courses in First Year .....	21
Introduction to Social Case Work .....	2
Medical Information .....	3

Psychiatry for Social Workers .....	3
Elements of Law for Social Workers .....	3
Analysis in Case Work .....	2
Community Organization .....	2
Labor Problems .....	2
Child Welfare .....	2
Social Statistics .....	2
B. Courses Required of All Students in Second Year ....	4
History of Social Work .....	2
Philosophy of Social Work .....	2
Thesis Seminar .....	(—)
C. Courses in Elected Sequence .....	11
II Field Work (20 points required) .....	20
III Thesis (4 points required) .....	4

### Residence

A minimum of 29 points (15 in courses, 10 in field work, and 4 for the thesis) must be earned in residence at the School.

The requirements for the Master's degree are as follows:

1. A reading knowledge of one foreign language.
2. Attainment of at least a grade of 75% as the combined average of all courses.
3. Participation in a prescribed Thesis Seminar.
4. Presentation of an approved thesis, which is accepted by two of the three final examiners.
5. A successful defense of the thesis in an oral examination in the second semester of the second year.

### Tuition and Fees

The tuition is \$300.00 a year with \$10.00 for Registration Fees. The tuition each semester is \$150.00 with a Registration Fee of \$5.00; hence, \$155.00 is payable by check or money order at time of registration. The \$25.00 fee paid by first-year students, as a deposit, is credited against the \$155.00 in the first semester; hence, for the first-year students, since they will have paid the \$25.00 deposit, the amount will be \$130.00 at time of registration.

### Special Fees

Master's Diploma (due May 15th of 2nd year) .....	\$15.00
Thesis Seminar (due November 1st of 2nd year) .....	20.00
Reading of Thesis (due March 15th of 2nd year) .....	25.00
Binding two copies of Thesis (due May 15th) .....	5.00

### Other Fees

Late Registration Fee .....	5.00
Each re-examination (due with written application) .....	5.00
Each record or transcript after the first (due with application) ....	1.00

### Placement of Graduates

The School conducts an informal placement bureau to secure positions for its graduates and to promote their interests. The School is also a subscribing member of the Joint Vocational Service, Inc., a national placement bureau for social work. The graduates of the School are in demand well before graduation. All of the graduates of the Class of 1938 were placed immediately after commencement. The salary range was \$1500 to \$3000.

For further information address

The Dean

Boston College School of Social Work

126 Newbury St., Boston, Mass.

### THE COLLEGE OF BUSINESS ADMINISTRATION

The College of Business Administration was opened in September, 1938, at the Boston College Intown Centre, 126 Newbury Street, Boston, to meet an obvious need. (The College is now located at University Heights.) Modern business with all its complexities, is more and more demanding specialization in its workers. Serious handicaps face the uninitiated who would seek a business career and the period of apprenticeship which formerly equipped a young man for a career in either big or little business, must now, at least partially, be cared for in college. Business of necessity presupposes a thorough academic training in commercial fields for those wishing to pursue a business career.

To serve this purpose Boston College has instituted a four year course in Business Administration in a distinct and thoroughly collegiate School of Business Administration. The curriculum of the new school includes all courses in Philosophy, Ethics and Religion which are given in the traditional A.B. course, as well as the courses in English, Modern Language and History which are of cultural value in rounding out the complete scholar. To these Liberal Arts studies are added in planned proportion the courses in Business Economics, so that a balance is preserved between those two divisions of studies not only in their entirety, but also in each year of the undergraduate period. Upon the successful completion of this course the degree of Bachelor of Science in Business Administration is conferred.

The internal plan of organization provides for a division of studies between the liberal arts group and business economics as follows:

**Liberal Arts Studies:**

English	Government
Modern Language	Religion
History	Sociology
Speech	Philosophy

**Business Economics:**

Accounting	Corporation Finance
Banking	Management
Business Law	Marketing
Business Organization	Retail Distribution
Economics	Taxation

The young High School graduate who wishes to matriculate at the College of Business Administration will enter upon a four-year college curriculum which falls into two natural divisions. The first of these, namely his Freshman and Sophomore years consists of prescribed courses in which he will obtain the necessary foundation upon which to build the more specialized courses of his Junior and Senior years. During these first two years, the student will acquire the necessary cultural background from his studies in English Literature, Modern Language, History, Government and Religion, while the fundamental principles of business will be provided in courses of Accounting, Business Organization, Economic Resources and the Principles of Economics.

Towards the end of the Sophomore year, every candidate for the degree must select, with the advice of his Faculty Advisor, that "field of concentration" in business economics which is to be followed during the last two years of his course. This "Major" study comprises: (a) 18 semester hours of instruction in the same subject or in subjects so closely related as to form a well unified field of study; (b) assigned reading or investigation in the designated subject; (c) before April 1st of the Senior Year, the student will be obliged to submit a thesis of approximately 3,000 words on some portion of his "Major" approved by the Head of the Department.

During these last two years the student will continue his study of Religion and add the crowning achievement of the Jesuit curriculum, Scholastic Philosophy, with its departments of Dialectics, Epistemology, Cosmology, Psychology, Ethics and Natural Theology.



## ENTRANCE REQUIREMENTS

### General Statement

The administration of the Requirements for Admission to the College of Business Administration of Boston College is in the hands of the Director of the Board of Admissions. The executive details are administered by the Dean and the Registrar of the College, who will gladly furnish application blanks and all desired information to prospective candidates, parents and Secondary Schools. Application on the form supplied by Boston College must be filed with the Registrar of the College of Business Administration before May 15 to receive consideration for the June, 1941, Entrance Examinations. To receive consideration for admittance in September, 1941, all applications must be on file with the Registrar of the College of Business Administration before August 20, 1941.

All applicants for admission to the College of Business Administration must have successfully completed four (4) years of study in an approved Secondary School; the studies taken in Secondary School must include a sufficient amount of the branches of study which the College recognizes for admission; the applicants must present evidence of graduation and of honorable dismissal from the authorities of the school or college which they last attended; they must also present evidence testifying to their good moral character and their general capability to follow the courses at the College of Business Administration of Boston College and live up to the standards which the College exacts of its students. Moreover candidates must present evidence of scholastic qualifications in any one of the following ways:

1. *Full certification by an approved secondary school.*
2. *Partial certification and passing grades in some one of the approved forms of college entrance examinations in required subjects in which the candidate has not been certified.*
3. *Passing grades in some one of the approved forms of college entrance examinations in all required subjects. Upon receipt of application, properly filled out on the College of Business Administration form, the Board of Admissions will, through the College Registrar, notify the candidate whether his Secondary School record merits full, partial or no certification. If partial, or not certified, the candidate will be notified what Entrance Examinations will be required.*

As the enrollment of the Freshman Class is restricted in numbers, it is impossible for the College to accept all who satisfy the Entrance Requirements. Merely to satisfy the requirements, therefore, does not assure an applicant of admission to the College, since the applicants who will be accepted will be those whose qualifications are the best.

SECONDARY SCHOOL UNITS REQUIRED FOR THE COURSE OF  
BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

*Required Fifteen (15) Entrance Units*

English .....	4
Elementary Algebra .....	1
Plane Geometry .....	1
United States History .....	1
Modern Language .....	2
Other Subjects .....	6
	<hr/>
	15

BOSTON COLLEGE INTOWN

The Evening Division of Arts and Sciences

Boston College Intown is a college of liberal arts and sciences centrally located in the city of Boston and conducted by the Jesuit Fathers of Boston College. Its primary object is to provide a complete cultural training for men and women desiring to acquire a Bachelor of Arts or a Bachelor of Science degree under Jesuit auspices. To this end an integrated and progressive course of studies based on the "*Ratio Studiorum*" has been designed. The requirements for the various degrees have been made to harmonize as closely as possible with those prevailing in the central college of liberal arts and sciences at Chestnut Hill. Classes are conducted in the late afternoon from 4:15 to 6:00 p. m., and at night from 6:30 to 9:20 p. m., and on Saturday mornings from 9:30 a. m. to 12:20 p. m. For the past several years the intown college has been located at 126 Newbury Street in close proximity to the Boston Metropolitan Library at Copley Square. The office of the Dean and all classrooms are situated on the sixth floor of the building with the students library and reading room on the fifth floor.

The late afternoon and evening sessions provide an opportunity for many young men and women to acquire collegiate training and an academic degree which occupation and employment during the day would otherwise render impossible. A maximum of eight years is allowed for the completion of the scholastic work necessary to secure the bachelor's degree. By attending the annual summer sessions conducted for five weeks at Chestnut Hill during July and August it is possible for a student to finish the work in five years. Students at Boston College Intown may aspire for the *Bachelor of Arts* degree or for the degree of *Bachelor of Science* in *Education*, or in *History* or in *Social Science*. The

college also offers a three-year program of Normal School courses leading to a Teacher's Certificate. This program requires sixty-four (64) semester hours credit in educational subjects including the history of education, psychology of education, principles of education, general and special methods of teaching, and general and elementary school administration. A special pre-legal course is open to students who require preliminary collegiate training in order to qualify as candidates for admission to professional Law Schools. The pre-legal curriculum represents a full two-year college course and requires three years of evening study for its completion. Graduation from high school with at least fifteen (15) units and satisfactory grades are prerequisite conditions for admission to any of these courses.

The intown college also provides excellent opportunities for special students who are interested only in some definite field of study. The evening classes are particularly adapted to serve this secondary purpose of the school. Courses in logic, Cosmology, Psychology, Ethics, and Natural Theology, are offered for teachers, lawyers, nurses, and business men who are interested in the study of Scholastic Philosophy. In the field of English for those who desire to perfect the art of expression classes are available for formal instruction in the technique of written composition and the precepts of Rhetoric with supplementary training in public speaking. Courses in Sociology, Government, and Economics are open for people interested in problems and principles relating to social stability and progress. For the acquisition of conversational fluency in a modern language elementary and advanced classes are offered in French, German, Italian, and Spanish. Classes in early Christian civilization, Medieval times, the Reformation and Renaissance, American, English, Irish, European, and Mexican history, provide a liberal field for the student whose special interest is in History. Those who seek instruction in the natural sciences may register for lectures and laboratory work in Biology, Chemistry, and Physics. Finally, in the courses known as the Divinity of Christ, the Church of Christ, the Redemption, and the Sacraments, students may secure for themselves a thorough philosophical exposition and vindication of the fundamental truths of Catholic Faith.

Detailed information pertaining to entrance requirements, examinations, tuition fees, and similar matters, may be found in the Boston College Intown bulletin. Personal interviews may be arranged with the Dean of the intown college by addressing him at 126 Newbury Street, or by calling KENmore 1615.

*Ad Majorem Dei Gloriam*

THE SIXTY-THIRD  
ANNUAL COMMENCEMENT  
of  
BOSTON COLLEGE

WEDNESDAY, JUNE TWELFTH  
MCMXXXX  
At Three o'Clock in the Afternoon

COMMENCEMENT EXERCISES

I. ORDER OF PROCESSION.

THE CHIEF MARSHAL

MARSHALS OF THE GRADUATING CLASS

College of Arts and Sciences  
Graduate School  
School of Social Work  
School of Law  
Evening Division of Arts and Sciences

FACULTY MARSHALS

The Faculty of the Evening Division of Arts and Sciences  
The Faculty of the Law School  
The Faculty of the School of Social Work  
The Faculty of the Graduate School  
The Faculty of the College of Arts and Sciences

MARSHAL OF GUESTS AND ALUMNI

Members of the Boston College Alumni  
The Guests of the College  
The Deans of the Several Faculties  
The Dean of the School of Social Work and  
Arthur L. Gould, A.B., A.M., Ph.L.  
The Dean of the Graduate School and  
Sister Helen Madeleine Ingraham, S.N.D., A.B., A.M.  
The Dean of the College and the Commencement Orator,  
Louis J. A. Mercier, A.B., A.M., Litt.D.  
The President of the College and  
His Eminence William Cardinal O'Connell



## II. INVOCATION—Veni Creator

Veni, Creator Spiritus,  
Mentes tuorum visita:  
Imple superna gratia  
Quae tu creasti pectora.

Qui diceris Paraclitus,  
Altissimi donum Dei,  
Fons vivus, ignis, caritas,  
Et spiritalis unctio.

Deo Patri sit gloria,  
Et Filio qui a mortuis  
Surrexit, ac Paraclito  
In saeculorum saecula. Amen.

## III. THE READING OF THE DEGREE BY THE DEAN OF THE COLLEGE OF ARTS AND SCIENCES,

Reverend John J. Long, S.J.

## IV. THE HONORARY DEGREES ARE CONFERRED BY THE PRESIDENT OF THE COLLEGE,

Very Reverend William J. Murphy, S.J.

## V. THE PRESIDENT OF THE COLLEGE CITES

Rev. John Augustine Sheridan, '90, Boston College  
John Desmond Drum, '90, Boston College

## VI. THE ADDRESSES BY THE GRADUATES OF THE COLLEGE OF ARTS AND SCIENCES.

Francis X. Ahearn, *Salutatorian*  
"The Spiritual Crisis"

Edmund J. Kenny, *Valedictorian*  
"Human Solidarity"

## VII. THE DEANS OF THE SEVERAL FACULTIES PRESENT CANDIDATES FOR DEGREES IN COURSE.

*In Arts and Sciences*, Dean John J. Long, S.J.

*In Graduate School of Arts and Sciences and of Education*,  
Dean George A. O'Donnell, S.J.

*In School of Social Work*, Dean Walter J. McGuinn, S.J.

*In School of Law*, Dean William J. Kenealy, S.J.

*In Evening Division of Arts and Sciences*,

Dean George A. Morgan, S.J.

## VIII. THE PRESIDENT OF THE COLLEGE CONFERS DEGREES IN COURSE.

## IX. THE DEAN OF THE COLLEGE OF ARTS AND SCIENCES AWARDS HONORS.

## X. ADDRESS TO THE GRADUATES BY LOUIS J. A. MERCIER, A.B., A.M., Litt.D.

## XI. ALMA MATER

## RECESSIONAL

## HONORARY DEGREES

*Doctor of Laws*

ARTHUR L. GOULD, A.B., A.M., Ph.L.

SISTER HELEN MADELEINE INGRAHAM, S.N.D., A.B., A.M.

LOUIS J. A. MERCIER, A.B., A.M., Litt.D.

## GRADUATE SCHOOL

## Degrees in Course

*Doctor of Philosophy*

Mary Philomene Barry                      Eugene Joseph O'Neil  
 Sister Mary Martina Conley, R.S.M.

## COLLEGE OF ARTS AND SCIENCES

## Degrees in Course

*Bachelor of Arts with Honors*

John Patrick Banks, Jr. ( <i>cum laude</i> )	Joseph Harry Lynch, Jr.
Edward Francis Xavier Barrett ( <i>cum laude</i> )	( <i>magna cum laude</i> )
Walter Berestecki ( <i>cum laude</i> )	Eugene Vincent McAuliffe ( <i>cum laude</i> )
William Francis Brinkert	Daniel Lawrence McCue, Jr.
Philip Meagher Brooks ( <i>cum laude</i> )	( <i>cum laude</i> )
Francis Joseph Burns	Arthur Hugh McDevitt ( <i>cum laude</i> )
Francis Xavier Carroll ( <i>cum laude</i> )	Ambrose Joseph Mahoney ( <i>cum laude</i> )
Grafton Joseph Corbett, Jr. ( <i>cum laude</i> )	Francis Xavier Malloy
Joseph Henry Coughlin, Jr. ( <i>cum laude</i> )	Francis Patrick Molloy ( <i>magna cum laude</i> )
John Joseph Dacey ( <i>cum laude</i> )	John Cornelius Moynihan ( <i>cum laude</i> )
Frederick Joseph Dobbratz, Jr. ( <i>cum laude</i> )	John Joseph Mulligan ( <i>cum laude</i> )
Thomas Francis Duncan ( <i>cum laude</i> )	Vinicio Henry Nasca ( <i>cum laude</i> )
Thomas Michael Eccleston	Franics Michael O'Brien ( <i>cum laude</i> )
George Vincent Gallagher	John Cornelius O'Hara ( <i>cum laude</i> )
Philip Francis Garity	Patrick Joseph Rafferty
John Francis Gosselin	Joseph Bernard Regan ( <i>cum laude</i> )
Edmund Joseph Gruszkowski ( <i>cum laude</i> )	Harold Sidney Ringer
Robert Vincent Henderson ( <i>cum laude</i> )	James Thomas Russell
John Francis Hogan	Albert George Schneiderhan ( <i>cum laude</i> )
James Michael Kean	Timothy Joseph Shannon
Edmund Joyce Kenny ( <i>cum laude</i> )	Francis Anthony Smith
Francis Joseph Lally ( <i>cum luade</i> )	Jeremiah Xavier Sullivan
William Joseph Larkin ( <i>cum laude</i> )	

*Bachelor of Arts*

Francis Xavier Ahearn ( <i>magna cum laude</i> )	Ralph Edwin Dougherty
James Michael Anderson	John Anderson Douglas
Joseph Henry Awen	John Bernard Doyle, Jr.
William Lawrence Barrett	Lawrence Joseph Doyle
James Joseph Barry	Walter Vincent Doyle
Walter Richard Boehner	William Francis Doyle
Normand Albert Bourget	Francis William Drinan
Paul Joseph Brooks	Joseph Francis Driscoll ( <i>cum laude</i> )
John Raphael Burggraf	Jean Paul Dubrule
James Edmond Burke	Paul Kevin Duffey
Edward Francis Cameron	Thomas Edward Duffey, Jr.
Elmore Murdock Campbell	William Allen Duffey, Jr.
Leo Edward Campbell	William Joseph Dwyer, Jr.
William Francis Cannon, Jr.	Patrick John Ennis
Sylvester Paul Carosi	Timothy Michael Faherty
William Sylvester Carpenger	Edward Joseph Fallon
Walter Ernest Carrigan	Joseph Henry Farren, Jr.
Leo Francis Carty	Edmund Francis Finnerty, Jr. ( <i>cum laude</i> )
Yale Henry Charbonneau	Angelo John Fiumara
Victor Coghlan	Joseph William Foley
William Joseph Condon	Paul Vincent Foley
Charles Patrick Conlon	Raymond Patrick Foley
Daniel Stephen Connolly	Francis Charles Ford
John Gerard Converse ( <i>cum laude</i> )	Thomas James Ford
Francis Jerome Cosgrove	John Edward Foristall
Joseph Gerard Costigan	James Robert Fulton
Robert James Cromwell	Thomas Joseph Furey, Jr.
Jeremiah Augustine Cronin	Hector George Gai
Joseph Vincent Cronin	Francis Paul Gallagher
William Robert Cronin	Gerald James Gallagher
Thomas Joseph Cross	Henry Francis Gately, Jr.
Arthur Vincent Cullen, Jr.	Anthony Charles Giangreco
Richard Jeremiah Curnane	John Robert Gibbons
John Francis Daley, Jr.	Thomas Peter Gill
John Thomas Dalton	John Earl Goodman
Joseph Francis Dannehy ( <i>cum laude</i> )	Paul John Greeley
Henry Timothy Desmond	Daniel James Griffin
Joseph Anthony Desmond	Joseph Anthony Groden
Joseph Mark DiPietro	Edward Joseph Handy
Francis Xavier Diskin	James Damian Hanify ( <i>cum laude</i> )
Francis Timothy Donovan, Jr. ( <i>cum laude</i> )	Michael Francis Harkins
James Michael Doonan	Francis Edward Hassey
	Hugh William Hayes
	Edward Joseph Healey

Robert Leo Healey	Donald Vincent Mulcahy
Theodore James Heaslip	John Cornelius Murphy
Walter Curtin Herlihy	John Joseph Murphy
Owen Theodore Hillberg	Edmund Joseph Nagle
Lawrence Henry Howe ( <i>cum laude</i> )	John Francis Nash
William Francis Joy	Everett Leo Noonan
Arthur Robert Joyce	Michael Joseph Noonan, Jr.
Roland Gerard Kearns ( <i>cum laude</i> )	Mark Henry Norton
Henry Paul Keenan	Bernard James Oates
William Cletus Kelly	George Thomas O'Brien
William Joseph Kelly, Jr.	Frank James O'Callaghan
Edward Ormond Kennedy	John James O'Donnell
Joseph Leonard Keough	Frederic James O'Hara
Louis Joseph Kidhardt	Joseph William O'Neil
William George Kiniry, Jr.	Francis Joseph O'Neill
Walter Justin Kupris	John Francis O'Riordan
John Francis Leary	John Joseph Philbin
Charles Hugh Leonard	Robert Milton Phillips
Richard Matthew Lombard	Robert James Picardi
Thomas Francis Lydon	( <i>magna cum laude</i> )
John Murray Lyons	Robert William Power
John Joseph McCarthy	Richard Francis Powers, Jr.
John Thomas McCarthy, Jr.	William Joseph Powers, Jr.
Joseph Aloysius McCarthy	James William Pratt
John Joseph McCue	James William Reardon
Joseph Edward McDonald	Daniel Francis Riley
Robert Henry McGee	Leo Harold Riley, Jr.
Robert Edward McGovern	Leo William Roache
Cornelius Doherty McGrath, Jr.	Frederick Theodore Robertie
Charles Augustine McIsaac	Allan Edmund Roche
Joseph William McKenney	Patrick Joseph Roche
John Leo McLaughlin, Jr.	Lecn Edward Roy
Henry Joseph McMahon	John Francis Ryan
( <i>magna cum laude</i> )	James Reginald Ryder, Jr.
James Robert McNicholas	Gordon Francis Santacross
Joseph Henry McPherson, Jr.	Joseph Bernard Savage
Thomas Francis McSharry	George Henry Sawtell
Walter Albert MacDonough	Martin Joseph Shannon ( <i>cum laude</i> )
John Edward Mackin, Jr.	Joseph Lawrence Shea
Harry Paul Magno	John Joseph Sheehan, Jr.
James Jeremiah Mahoney	Charles Ignatius Sheehy
William Alfred Maisey, Jr.	Russell Raymond Sheerin
John Michael Malloy ( <i>cum laude</i> )	Francis Xavier Smith
Elmer Justin Marsh	Thomas William Smithers
Joseph Ernest Martini	James Edward Sullivan
Patrick Joseph Mogan	John Joseph Sullivan, Jr.



Leo Francis Sullivan  
 Michael Walter Sullivan  
 Walter John Sullivan  
 James Denham Supple  
 William James Sweeney  
 John Edward Swift, Jr.  
 Richard Damien Teehan  
 Raymond Joseph Thomas, Jr.  
 James Edward Thompson  
 Charles Bernard Thornton  
 Robert Frederic Tilley  
 Paul Edward Tondorf

Charles Frederick Toohey  
 Edward Joseph Twomey  
     *(cum laude)*  
 Charles Henry Vaughn, Jr.  
 Joseph Thomas Vinburg, Jr.  
 John Joseph Walsh  
 Charles Joseph Ward  
 James Raymond Ward  
 Walter Francis West  
 Henry Joseph White, Jr.  
 Richard Henry Wright

*Bachelor of Science in Biology*

John Justin Doyle  
 Arthur Joseph Hasset, Jr.  
     *(cum laude)*  
 Robert William Magwood  
     *(cum laude)*

John James Ryan  
 Herbert James Sullivan  
 Ezio Nino Tesone

*Bachelor of Science in Chemistry*

John Chester Blackwood  
     *(cum laude)*  
 John Earl Boyle  
 Richard Francis Cassidy  
 Frederick Warren Dow *(cum laude)*  
 Thomas Joseph Gair  
 Robert Francis Gladu  
 Edward Maher Greeley *(cum laude)*  
 Irving Litant  
 Joseph Francis McCarthy

Thomas Francis Madden  
 John Patrick Masterson *(cum laude)*  
 Robert Francis O'Malley  
     *(cum laude)*  
 James Joseph Ryan  
 Thomas Vincent Sweeney  
 Jeremiah Joseph Twomey  
     *(cum laude)*  
 Joseph James Waters

*Bachelor of Science in Physics*

George Aloysius Flynn  
 Joseph Patrick Grandfield  
 John Harford Kinnier

John Leander Laverty  
 William Joseph Laverty  
 John Francis McLaughlin

*Bachelor of Science in Education*

Vito Francis Ananis  
 Roger Joseph Battles  
 Sidney Samuel Bogen  
 William Henry Bric, Jr.  
 James Patrick Carroll  
 Peter Virginio Cignetti  
 William Chester Conlon  
 Thomas Francis Donovan

James Francis Fitzgerald  
 Charles Edward Green, Jr.  
 Richard Proctor Harrison  
 Joseph Thomas Joseph  
 Lawrence Francis Kickham, Jr.  
 Leo Emmett Logue  
 David Joseph Lucey  
 James Francis McNamara

Bradford Martin  
 John Francis Mitchell  
 Anthony Pestana, Jr.  
 Frederick William Ricciardelli  
 Joseph Sherman Rogan

Richard Francis St. Onge  
 Ernest William Schwotzer  
 George Francis Sullivan  
 Edward Carl Swenson  
 Francis Louis Zona

*Bachelor of Science in History*

James Joseph Byrne  
 Thomas Joseph Cudmore  
 Francis Xavier Deely  
 Frederic Leo Driscoll  
 Robert Hugh Ford  
 William Peter Gilligan  
 William Joseph Griffin

Albert Joseph Keough  
 Charles William McCarthy  
 William Peter McGlone (*cum laude*)  
 Thomas Joseph Powers  
 Gerald Felix Russell  
 George Peter Ryan  
 Albert Joseph Sinofsky (*cum laude*)

*Bachelor of Science in Social Sciences*

Thomas Jerome Connelly  
 Richard Francis Curran  
 Bernard Joseph Finan, Jr.  
 Thomas Joseph Glennon  
 Paul Bishop Hurley

John Francis Ryan  
 George Joseph Sawicki  
 Henry Edward Schmidt  
 John Francis Shea  
 William James Shea

Degrees to be granted at a later date

*Bachelor of Arts*

John Joseph Finnan

John Michael Kelleher

*Bachelor of Science in History*

Leo Joseph Brogan  
 Frederick Joseph Leahy

John Stephen Sullivan, Jr.

GRADUATE SCHOOL

Degrees in Course

*Master of Arts*

Mary Louise Carty  
 William Joseph Van Etten Casey, S.J.  
 John Kastanta Chenis  
 Michael Joseph Conlon, Jr.  
 Sister Mary Virginia Connolly,  
   S.S.N.D.  
 Mary Margaret Doyle  
 Martha Dubay  
 William Ansell Edmonds  
 Leo Frank Fittabile  
 Maurice Joseph Grady  
 Sister Mary of Saint Virginia  
   Grenier, C.S.C.  
 Joseph Brendan Herlihy

Gertrude Theresa Hickey  
 Rose Frances Hickey  
 Vincent Ambrose Hughes  
 Mary Katherine Keaney  
 Sister Tarcisius Kelly, S.S.J.  
 Sister Mary Nicholas Kunkel,  
   S.S.N.D.  
 Brother Lorenzo H. Lemieux, S.C.  
 Francis Russell Liddell  
 Oda Lilianne McClure  
 Sister Mary Venard McKenna, S.S.J.  
 Bernard Henry Moran  
 Edward James O'Donoghue  
 Thomas Richard Palombo

Francis Tseh-Jo Pan	Louis Roland Sacco
Brother Edgar Joseph Peloquin, S.C.	Sister Mary Robert Shea, O.P.
Philip Paul Perry	Eileen Elizabeth Sheehan
Robert Kenneth Powers	Eugenia Solimando
Sister Agnes Lucile Raley, S.C.N.	Paul Robert Sullivan
Sister Agnes Dolores Reilly, S.S.J.	Helen Audrey Swendeman
Sister Mary Charlesetta Ryan, O.P.	Mary Catherine Tracy

*Master of Science*

Frank Paul Cohen	Albert Edward Keleher, Jr.
Walter Gerard Driscoll	John Joseph McCarthy, S.J.
Louis Edward Frederic Fenaux	

*Master of Education*

Charles James Donnellan	Norton Stephen McFadden
Curtis Bernard Dooling	Leo Francis Mullin
Henry Joseph Downes	Alice Reynolds
William James Flynn	Joseph Alfred Sammartino
James Henry Foley	Dorothy Anne Sears
Sister Mary of St. Felicia Fraser, C.S.C.	

## SCHOOL OF SOCIAL WORK

## Degrees in Course

*Master of Science in Social Work*

Kathleen Joan Barry	Lawrence Elmer Larson
William Adolph Bergeron	Patricia Ann Lyons
Charles James Boodro	Katherine Veronica McCarthy
Richard Patrick Burke	Mildred Agnes McCarthy
Martin Francis Carey	Catherine Teresa McManus
James Byron Carson	Mary Frances Maher
John Joseph Clancy, Jr.	Frank Louis Moskowitz
William Joseph Coyne	Paul Vincent Mulkern
John Joseph Fitzgibbon	Christine Marie O'Mara
Eileen Fleming	Edward Joseph Power, Jr.
Jame Bernard Foley	Rita Marie Quane
Augustus William Hennessey, Jr.	Margaret Rita Walsh

## SCHOOL OF LAW

## Degrees in Course

*Bachelor of Laws*

John Jacob Bell	Patrick Joseph Connolly
Clinton Ellsworth Brayton	Daniel Ignatius Cronin
Beryl Irving Breitstein	Joseph Arthur Crowley
Samuel Brown	Charles Joseph Delaney
William Murray Carr	Anthony James DeVico
Matthew Paul Conde	Alfred Gabriel Devin

Charles James Doherty  
 James Vincent Doolin  
 Joseph Patick Dunn  
 Maurice Richard Flynn, Jr.  
 Max William Gibbs  
 Theodore Aloysius Glynn, Jr.  
 Brenton Stanley Gordon  
 Francis Vincent Hanify  
 Joseph Timothy Hayes  
 William George Hayward  
 Robert Sumner Johnson  
 Edward Francis Kane  
 David Francis Keefe  
 Patrick Joseph Kelly  
 James Leo Kenney  
 Edmund Xavier Klipa  
 Thomas Ambrose L'Esperance, Jr.  
 Morris William Levy

Herman Matthei  
 James Joseph McAleer, Jr.  
 Irving Solomon Meyers  
 Joseph Minden  
 John Vincent Moran  
 Philip James Murphy  
 John Patrick Nalty  
 Sidney Robert Neustadt  
 Charles Michael Normile  
 John Joseph Nugent, Jr.  
 Daniel Joseph O'Connell, Jr.  
 Anthony Raymond O'Malley  
 Joseph Alfred Perrotta  
 Bernard Bartholomew Pheeny  
 Francis Stanislaus Russell  
 Maurice William Silber, Jr.  
 Louis Alexander Vachon, Jr.  
 Leo Joseph Wallace

*Certificates in Law*

Robert Aloysius Coogan  
 Edward Michael Farrell  
 Eugene Francis Hickey

Vincent Alexander McCabe  
 Vincent Bernard Meade

EVENING DIVISION OF ARTS AND SCIENCES

Degrees in Course

*Bachelor of Arts*

Sister Cecilia Marie Augun, J.C.  
 Sister Ann Patrice Bergin, S.C.H.  
 Sister Pauline Burke, S.S.J.  
 Sister Saint Arsene Cailler, O.S.U.  
 Sister Jean Marie Callahan, O.P.  
 Sister Mary Anita Callahan, S.S.J.  
 Sister Mary of Saint Armand  
     Caron, C.S.C.  
 Sister Marion Estelle Cotter, S.C.H.  
 Sister Mary Benigna Dwyer, S.S.J.  
 Sister Mary Saint Paulinus Garvey,  
     S.S.J.  
 Sister Mary Catherine Carmelita  
     Hurley, S.S.J.  
 Sister Frances Gerard Kellaher,  
     S.C.H.  
 Sister Mary Petronilla Moleskey,  
     S.S.J.  
 Sister Mary Stephen Murphy, S.S.J.  
 Sister Honoria Regan, S.S.J.

Sister Mary Brenda Scanlan, S.S.J.  
 Sister Mary Cecilia Frances  
     Shanley, S.S.J.  
 Sister Mary William Clare Walsh,  
     S.S.J.  
 Leo Gerard Brehm  
 Francis Joseph Burke  
 Joseph Hanley Coakley  
 John Joseph Collins  
 Thomas Francis Crowe  
 Francis Eugene Feeney  
 George Leo Fleming  
 Archibald Lawrence MacKenzie  
 Paul Thomas McKenna  
 Joseph William McMahon  
 Francis Michael Reilly  
 John William Ryan  
 Thomas Francis Sennott  
 John Patrick Sheehan  
 Constantine Stanley Zwirble



*Bachelor of Science in Education*

Sister Joseph Gertrude Donahue, S.C.H.	Sister Leone Frazier, S.S.J. Mary Theresa Beahan
Sister Mary Cyprian Donohue, O.S.F.	Anna Marie Conlon Alice Julia Corcoran
Sister Anne Elisabeth Doyle, S.U.S.C.	Leonard Richard Merullo Alf James Munnick
Sister Mary Albert Ferriter, S.S.N.D.	Christopher James Tosney Francis Benedict Whouley

*Bachelor of Science in History*

Charles Richard Darby

## MARSHALS

*Chief Marshal*

Francis J. Campbell, M.A.

*Marshals of Graduating Class*

Francis J. Burns  
 John J. Dacey  
 Frederick W. Dow  
 Edmund F. Finnerty  
 Edward M. Greeley  
 Henry T. McMahon  
 Francis P. Molloy  
 John C. O'Hara  
 Philip P. Perry  
 Paul R. Sullivan

*Faculty Marshals*

Augustine L. Keefe, M.A.  
 John F. Norton, M.A.

*Marshal of Guests and Alumni*

Robert J. Buck, M.F.S.  
 RECEPTION COMMITTEE

*Members of the Junior Class*

John R. Ambrogne  
 John J. Bagley  
 Roger C. Baker, Jr.  
 Thomas J. Finnegan, Jr.  
 Thomas J. Galligan, Jr.  
 George V. Kerr  
 Joseph F. O'Reilly  
 Roy H. Upham

The following Special Awards were announced:

The Gold Medal for General Excellence in all branches studied during the entire four years in the College of Arts and Sciences was awarded to Francis Patrick Molloy, of the Honors Course.

The William Cardinal O'Connell Religion Medal, the gift of His Eminence William Cardinal O'Connell, for the student who has attained the highest average in all Religion courses studied in the College of Arts and Sciences, was awarded to John Patrick Banks.

The Francis J. Brick Award, the gift of Mrs. Francis J. Brick in memory of her husband, an alumnus of the class of 1896, for the member of the Senior class in the College of Arts and Sciences who has been outstanding in character, loyalty, leadership and scholarship during his four years at Boston College, was awarded to Francis Joseph Burns.

The Mary A. Lyons Philosophy Prize, the gift of Reverend Henry Lyons, for the student in the College of Arts and Sciences who has attained the highest average in all Philosophy courses, was awarded *ex aequo* to Francis Patrick Molloy and Henry Joseph McMahon.

The Archbishop Williams Annual Essay Prize of \$25.00, the gift of the John J. Williams Council Knights of Columbus, of Roslindale, was awarded *ex aequo* to Francis Joseph Lally and Joseph Thomas Vinburg, Jr. for their essays on Scholastic Philosophy.

The John F. Cummings Memorial Essay Prize of \$25.00, also the gift of the John J. Williams Council Knights of Columbus, of Roslindale, was awarded to William Sylvester Carpenger for his essay, "Columbus and Columbianism".

The Gold Medal, the gift of George A. Fitzgibbon, awarded annually to the student of the College of Arts and Sciences who has demonstrated steady improvement in scholastic work during his four years as an undergraduate, was awarded to Louis Joseph Kidhardt.

The Fulton Gold Medal, the annual gift of Mrs. Vincent P. Roberts, in memory of her father, for the outstanding debater in the Fulton Prize Debate was awarded to Paul John Greeley.

The following members of the graduating class were elected to full membership and received keys in the Alpha Sigma Nu, a national honor society for Jesuit colleges:

Francis Xavier Ahearn

Edward Maher Greeley

Francis Joseph Burns

Henry Joseph McMahon

Edmund Francis Finnerty, Jr.

Francis Patrick Molloy

The fellowships granted by the Charles J. O'Malley Family scholarships to enable student graduating from the College of Arts and Sciences to pursue graduate studies in the Boston College Graduate School were awarded to John D. Donovan in the Department of Sociology; to Joseph

F. Durant and Francis J. McDermott in the Department of English; to Clarence R. Kynock in the Department of German; to Henri L. Valade in the Department of Mathematics; to Daniel Lawrence McCue in the Department of English.

A full scholarship to the day division of the Boston College Law School was awarded to Francis Xavier Ahearn and Edmund Joyce Kenny.

**HONORS FOR EXCELLENCE AND DISTINCTION IN CLASS  
STANDING FOR THE SCHOOL YEAR 1939-1940**

**FRESHMAN CLASS**

**Magna Cum Laude**

*A. B. with Honors*

John J. Fitzgerald  
John F. Grady

Thomas E. Murphy  
John J. Proctor  
Solomon S. Schwartz

*Non-Honors Sections*

Alfonse W. Janavich  
Edward L. Lanigan  
Victor F. Leeber  
John J. McGarr

George E. McKinnon  
George L. O'Hara  
Irving J. Russell  
Leopold L. Schwarz  
Vincent J. Stakutis

**Cum Laude**

*A. B. with Honors*

John L. Battles  
Robert D. Blute  
John J. Connolly  
Edward V. Cronin  
Robert J. Donlan  
Halim G. Habib  
Joseph J. Hurley  
Louis Kassler  
Arthur L. Kennedy

John J. McNaught  
John C. Mahoney  
Charles P. Masterson  
Daniel F. Moran  
Joseph D. Neylon  
John A. O'Donnell  
Joseph P. Reardon  
John A. Reppucci  
Henry F. Trainor

*Non-Honors Sections*

Thomas P. Beatty  
Walter F. Cassell  
George D. Chagaruly  
Joseph F. Clayton  
Charles S. Cwirka  
Stanley H. Davis  
William L. Davis  
Louis W. Diegoli  
Bernard F. Downey

James J. Doyle  
Eli H. Dubinsky  
Francis E. Flaherty  
William J. Gallagher  
Robert F. Halligan  
Daniel A. Healey  
Charles C. Houghton  
Donald P. Kenefick  
Joseph P. LaRaia

John F. McGlynn  
Leonard P. Mahoney  
Joseph L. Murphy  
Robert B. Nangle  
Bernard C. Nice  
Richard F. O'Brien

Henry F. O'Connell  
Paul D. Pasquine  
Thomas J. Raffol  
James B. Ronan  
Carlo J. Ruocco  
James F. Somers

James F. Sweeney

### SOPHOMORE CLASS

#### Magna Cum Laude

##### *A. B. with Honors*

Francis L. Colpoys  
Charles A. Donovan  
Martin J. Hansberry

James E. Hawco  
Joseph T. McNally  
Francis J. Nicholson

James F. Mahoney

##### *Non-Honors Sections*

Charles J. Ahern  
Joseph E. Boothroyd  
Richard J. Carey

Francis A. D'Ambrosio  
Thomas F. Duffy  
William E. Riley

David I. Walsh  
Cum Laude

##### *A. B. with Honors*

William J. Cadigan  
William M. Daly  
Marcel J. Goldstein  
Thomas J. Henry  
John F. Lawler  
William J. McCann

Richard J. McNeil  
Charles P. Mackin  
Joseph T. Nolan  
John W. Russell  
Constantine G. Pappas  
Modestino J. Vitale

##### *Non-Honors Sections*

Ralph W. Alman  
Arthur A. Blaisdell  
George H. Boehrer  
Merris J. Bordenca  
Harry W. Brown  
Paul S. Coleman  
Daniel P. Collins  
Francis X. Cronin  
John E. Donovan  
Vincent J. De Benedictis  
Arthur S. Drinkwater  
Francis L. Driscoll  
Richard J. Ferriter  
Edward J. Fitzpatrick

Arthur R. Frithsen  
Terrence J. Geoghegan  
George Gomes  
Anthony J. Graffeo  
Paul T. Heffron  
Leon Katz  
Thomas J. Lamond  
Maurice A. McLaughlin  
Robert P. McLaughlin  
Robert C. McManamy  
Richard H. McMorrow  
Leo J. Murphy  
James J. O'Brien  
John F. Pettie, Jr.



Richard J. Roche  
Anthony A. Sannicandro  
Paul E. Sheehan

Richard E. Stiles  
William J. Wallace

**JUNIOR CLASS**  
**Magna Cum Laude**

*A. B. with Honors*

James J. Callahan

James R. Wall

*Non-Honors Sections*

John R. Ambrogne  
John W. Connor  
Donald A. Fredenburg  
Mario Guarcello

John J. Lenihan  
Paul R. McGrath  
Albert V. Nyren  
Joseph F. O'Reilly

**Cum Laude**

*A. B. with Honors*

Herbert W. Arnold  
John J. Bagley  
John J. Brady  
Everett A. Good  
Fred L. Jaquith  
George V. Kerr

James J. Kiely  
Joseph G. McManus  
Philip M. Molloy  
Burnett W. Robinson  
Willis L. Saulnier  
Ralph A. Struzziero  
Daniel V. Whelton

*Non-Honors Sections*

Albert Arsenault  
John F. Bernatonis  
Edward Bourgeault  
William J. Bulger  
Robert J. Cahill  
Thomas P. Condron  
Arthur H. Cooley  
Brendan F. Crotty  
Aloysius E. Cussen  
Thomas J. Finnegan  
William J. Fitzgreal  
John F. Ford  
Harry L. Fulchino

William E. Glennon  
John A. Hurley  
Francis D. McCarthy  
Gerald P. Mahoney  
Vincent G. Milbury  
Robert F. Murphy  
John M. Mulroy  
Francis J. O'Brien  
John F. O'Brien  
Robert M. Rados  
Michael A. Salamone  
Emil Slizewski  
John R. Sweeney  
Joseph J. Vaughan

**JESUIT EDUCATIONAL ASSOCIATION****Colleges and Universities**

Alabama	Spring Hill College, Spring Hill
California	Loyola University of Los Angeles Santa Clara University, Santa Clara University of San Francisco
Colorado	Regis College, Denver
District of Columbia	Georgetown University, Washington
Illinois	Loyola University, Chicago
Louisiana	Loyola University, New Orleans
Maryland	Loyola College, Baltimore
Massachusetts	Boston College, Newton Holy Cross College, Worcester
Michigan	University of Detroit
Missouri	Rockhurst College, Kansas City St. Louis University, St. Louis
Nebraska	The Creighton University, Omaha
New Jersey	St. Peter's College, Jersey City
New York	Canisius College, Buffalo Fordham University, New York City
Ohio	John Carroll University, Cleveland Xavier University, Cincinnati
Pennsylvania	St. Joseph's College, Philadelphia
Washington	Gonzaga University, Spokane Seattle College, Seattle
Wisconsin	Marquette University, Milwaukee









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